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## 1. Policy Statement

In accordance with our commitment to establish an inclusive ethos and culture built upon mutual respect, support and ambition, allowing all to achieve in a safe and secure environment for learning, we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

## 2. Statutory Requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Telford and Wrekin Council procedure for recording incidents involving pupils in schools.

The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Regulations 2014.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

## 3. Community Cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors.

### **Ethnicity/culture context of the school (local and national)**

The 2001 census identified 23.7% of the population of the College Ward as from a BME background, the highest proportion in the Borough.

In May 2014 of 578 students on role 102 were registered as not having English as their first language (17.6%). Nationally 13.6% was cited in the 2013 figures.

### **EAL Students based on admission data from September 2013**

<b>Description</b>	<b>Number of Pupils</b>
Chinese (Cantonese)	1
German	2
Panjabi	30
Panjabi (Mirpuri)	9
Panjabi (Pothwari)	12
Polish	8
Urdu	29

### **Religion/belief context of the school**

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## Based on the admissions data from 2013

Description	Number of Pupils
Church of England	22
Jehovah's Witness	1
Methodist	3
Muslim	98
Roman Catholic	6
Sikh	1
Urdu	29
Other Christian	184
Other	13
No religion	249
Blank	1

According to the 2001 census data the majority of residents from the college Ward (74.3%) have stated a Christian faith. Sikh and Muslim are higher than the Borough average (1.2% compared to 0.8%, 1.3% compared to 0.8%, respectively)

### **Socio-economic context of the school (local and national)**

The College Ward has a diverse socio-economic background. The north part of the ward sits within the 30%-40% least deprived nationally, whereas the south part of the ward is in the 10% most deprived nationally.

In May 2014 113 out of 578 pupils were identified eligible for Free School Meals (19.5). The national percentage in 2013 was 16.3%.

### **Current issues affecting cohesion at school, local and national level**

The local Muslim population attends one of two Mosques. They often take a slightly different stance on issues which affects relationships between members.

The Muslim residents generally live in one area of Wellington (41% of Ethnic Minority children come from the College ward). This can result in elements of territorial tension between the Muslim and Non-Muslim residents

Recent national interest in a high profile court case surrounding 'Operation Chalice' (a Police investigation into organized 'grooming' and sexual abuse of young girls) has increased tension

within the community. Many of the men charged with multiple offences came from the Muslim community in Wellington, some of which have direct connections to the school.

## 4. Responsibilities

One named governor Mrs Judith Mills takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

Karen Athawes is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

## 5. Staff Development

New staff are required to attend a full induction course which includes a session highlighting both school and statutory responsibilities relating to Equal Opportunities.

NQT's have both the internal induction and local CPD opportunities relating to school and statutory responsibilities relating to Equal Opportunities.

CPD opportunities are part of the allocated PD days and available for those staff with designated responsibility for Equal Opportunities.

The Staff Handbook contains relevant advice and guidance for staff on procedures for dealing with issues that are related to Equal Opportunities.

Training is available for new and existing Governors relating to Equal Opportunities. All complete a relevant skills audit to identify need. Further guidance is issued through the LA and Leading publications.

## **6. Publication and Review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in September 2014.

## **7. Reporting on Progress and Impact**

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc. at the end of each school year, i.e. July 2015, 2016 and 2017.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of:

- ethnicity,
- religion or belief
- socio- economic background
- Sexual orientation

## **8. How we conduct equality impact assessments**

This section outlines our process for monitoring the potential impact of school practice in terms of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- age.

Equality objectives are included in the plan in Section 10 below. Data relating to both attainment and behaviour will be considered in relation to the equality areas listed above. A report will be collated and presented to Governors on an annual basis.

## **9. Equality Objectives 2014-2017**

### **Pupils' attainment and progress**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, FSM, disability and special educational need and social background. Any disparities that are identified will be addressed through targeted curriculum planning, teaching and support.

### **The quality of provision - teaching and learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. font size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **The quality of provision - curriculum and other activities**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care and identified as a 'Child in care'
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or transgender young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.



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Extra-curricular activities and special events e.g. Eid Parties, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

## **The quality of provision – guidance and support**

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning. Support is commissioned through SMDS at the LA.

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

## **Behaviour and Attendance**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia and trans-gender, are dealt with

promptly, firmly and consistently and are in line with relevant Telford and Wrekin LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters. These incidents are recorded on line for the LA central records.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity, FSM/ Pupil Premium recipient and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

The 'Wise-Up to Attendance' programme is a fully embedded across all year groups with all form tutors and HoY. This programme is led and monitored by the EWO (Stuart Will) and the Attendance Clerk (Julie Cartwright).

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

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The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

We work in partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEND is identified.

This school encourages participation of under-represented groups in areas of employment e.g. through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community (build permitting)

## **Leadership and management**

We adhere to the Telford and Wrekin School's admission process which is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment

process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Telford and Wrekin County Council guidelines.

We will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including associate and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobic and transphobic prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

## **Linguistic Diversity and Bilingualism**

We welcome bilingualism in our school and build upon this by celebrating the diversity of languages in British society.

We look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development.

Bilingual pupils are encouraged to use their home language in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

Resources and displays reflect the bilingual nature of our community.

## **10. Access Plan/Disability Equality Scheme 2014-2017**

The college is committed to ensuring equal treatment of all its students, employees and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. We will continue to develop a culture of inclusion and diversity in which disabled people can participate fully in school life.

### **Definition of disability**

The Disability Discrimination Act (DDA) defines a disabled person as someone who 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 Disability Discrimination Act 2005 amends the definition of disability, removing the requirement that a mental illness should be 'clinically well-recognised'.

People with HIV, cancer and multiple sclerosis will be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day-to-day activities

The Children & Families Act 2014, the Equality Act 2010 and the Disability Discrimination Act 1995(DDA) are all taken into account within an educational setting. Since September 2002 the Governing Body has had 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.

This plan sets out the aims of the Governing Body of the college to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA and to fulfil its general duties under the same Act towards staff and other service users.

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## College Data

The College currently has 158 students on the Special Needs Register.

Need	MLD	SpLD	SLCN	BESD	ASD	PD	VI	HI	Other
Number of students	30	15	10	14	7	4	3	5	1

### Key:

<b>MLD</b>	<b>Moderate Learning Difficulties</b>
<b>SpLD</b>	<b>Specific Learning Difficulties (Dyslexia)</b>
<b>SLCN</b>	<b>Speech, Language &amp; Communication Needs</b>
<b>BESD</b>	<b>Behavioural, Emotional &amp; Social Difficulties</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>PD</b>	<b>Physical Disability</b>
<b>VI</b>	<b>Visual Impairment</b>
<b>HI</b>	<b>Hearing Impairment</b>

The school does not currently have any disabled staff.

## General Duties

The general duty builds upon the duties of the Disability Discrimination Act 1995 including the duty to make reasonable adjustments to make sure disabled people are not placed at a disadvantage.

For students this includes:

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.

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Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled such as the provision of Braille where appropriate.

The college follows guidance from the Equality Act 2010 and the Children and Families Act 2014. The college does not discriminate against disabled children in their admission arrangements, and we take reasonable steps to ensure that the children are not placed at a substantial disadvantage to those who are not disabled. Staff aim to enable the fullest possible participation of pupils with disabilities or particular needs in all subjects, making provision, where necessary, to facilitate access to activities. Advice and support are sought from external specialists where it is required

The school's policies, practices and procedures reflect the school's aim to give all children, regardless of gender, race, culture or disability, equal access to all experiences and opportunities. On admission of a disabled pupil, the school would consider the following:

- School policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines.
- The physical environment of the school.
- The curriculum.
- The ways in which information is provided for disabled pupils.
- The priorities currently set in other plans, particularly the School Improvement Plan.
- At Ercall Wood Technology College we aim to meet our specific duty in the following ways:
  - Involvement of disabled people in developing the scheme
  - Developing a voice for disabled students, staff and parents/carers
  - Encouraging participation in public life by disabled people
  - Eliminating harassment and bullying
  - Promoting positive attitudes towards disabled people
  - Removing barriers
  - Assessment of impact



- The Governing Body
- Collecting disability data.
- Reviewing and monitoring

Details of how these aims are to be achieved are contained in Appendix 1. A review was completed in 2010, the outcome is included in appendix 2.

The views and aspirations of all stakeholders are sought through the school's existing systems such as questionnaires and individual interviews with the SENCO and other staff. Governors have been consulted over this plan. Parents, carers, students and other agency views will be sought to amend the plan should the need arise.

The plan will be reviewed annually to assess the impact on disabled people. A report will be made to the governing body which will then be made available to parents/carers. This will be notified through the school newsletter.

## **11. Community Cohesion Plan 2014-2017**

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

### **Actions**

The school community

- Monitor issues to ensure they are not related to tension in the community.
- Inform staff of any issues that exist in the community.
- Encourage community cohesion through events (e.g. Eid party).
- Encourage awareness of cultural diversity through the curriculum (especially PSHE and Citizenship).
- Reinforce expectations relating to mutual respect and celebration of differences.
- Maintain clear and firm stance on issues affecting the integration of groups.

### **Local Communities**

- Continue to celebrate a Community Annually.



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- Work closely with the Local Authority (SMDS), Police (Inspector Gary Wade & Tension Monitoring Alerts) and Council (Cllr A Clements – Arlestone Ward and Cllr M Ions – College Ward), and Our Arlestone Community Group led by Andy Smith
- Ensure an effective engagement and transition process with local Primaries.
- Invite use of resources by members of local community.
- Where possible ensure that there is representation from different groups on the governing body.
- Continue to support local Charities e.g. Georgia Williams Trust; Hope House
- Inform community of successes through appropriate media.
- Respond to concerns raised within 48hrs.
- Use members of the local community to enhance curriculum provision or enhance IAG for pupils.
- Encourage awareness of local cultural diversity through the curriculum (especially CPSHE and Citizenship).

## Communities across the UK

- Include opportunities for visits to other areas e.g. London, Birmingham
- Continue to support UK charities e.g. Jeans for Genes, Breast Cancer Research.
- Encourage awareness of cultural diversity within the UK through the curriculum (especially PSHE and Citizenship).
- Engage with learning opportunities that are on a National Level e.g. Build a Plane

## The Global Dimension

- Continue to support international charities e.g. the Pakistani Earth Quake Fund, The Konakry Refuge
- Encourage awareness of global diversity through the curriculum (especially CPSHE and Citizenship).

## Appendix 1 - DES/Accessibility Plan Autumn 2014

### Specific Duty

<b>Involvement of disabled people in developing the scheme</b>	<p>Ercall Wood Technology College will consult with disabled students, staff, parents, carers and service users in the on-going development of the Disability Equality Scheme and Accessibility Plan by:</p> <ul style="list-style-type: none"> <li>● IEP and Annual reviews with SEN students/parents</li> <li>● Analysis of available school disability data</li> </ul>
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	<ul style="list-style-type: none"> <li>• Meeting with parents/carers at consultation evenings</li> </ul>
<b>Developing a voice for disabled students, staff and parents/carers</b>	<p>Ercall Wood Technology College will continue to develop opportunities for disabled students, staff and parents/carers by:</p> <ul style="list-style-type: none"> <li>• Including students and parents/carers in review meetings</li> <li>• Use of the school council</li> <li>• Involvement of the governing body</li> <li>• Through the curriculum including PSHE</li> <li>•</li> </ul>
<b>Encouraging participation in public life by disabled people</b>	<p>Ercall Wood Technology College ensures that disabled students, staff, parents and carers are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> <li>• Drama and Music Performances</li> <li>• Sports Activities</li> <li>• School Council</li> <li>• Extra-curricular activities</li> </ul> <p>Disabled students are included fully in school life. However, as with all students. Risk assessments will be undertaken where necessary to ensure the safety of all participants in any activity.</p>
<b>Eliminating harassment and bullying</b>	<p>Ercall Wood Technology College has a clear policy on anti-bullying. People who feel they have experienced disability discrimination in the way the School has treated them may make a complaint through its usual complaints procedure. We have grievance and disciplinary procedures in place and a policy on dealing with of harassment relating to employees. We will take all complaints seriously and will not tolerate any form of discriminatory behaviour. Where the bullying is of a homophobic or transphobic nature the incident will be recorded as such using the appropriate 'bullying incidents' proforma within school. This proforma covers a range of bullying incidents and the data recorded is kept within school.</p>
<b>Promoting positive attitudes towards disabled people</b>	<p>Ercall Wood Technology College promotes positive attitudes towards disabled people by:</p> <ul style="list-style-type: none"> <li>• Ensuring displays and resources reflect diversity.</li> <li>• Staff taking IEP's into account in all areas of school life</li> <li>• Use of outside agencies to support training</li> </ul>

	<ul style="list-style-type: none"> <li>• Suitable use of the curriculum to positively promote difference</li> </ul>
<b>Removing barriers</b>	<p>Ercall Wood Technology College removes barriers by:</p> <ul style="list-style-type: none"> <li>• Not excluding disabled students from school trips unless a full risk assessment indicates that participation should not take place. Additional staff may be allocated to accompany solely those students with specific needs.</li> <li>• Ensuring that the curriculum meets the need of all learners through adaptation of resources and techniques or through the use of specialist resources. This may include specialist ICT packages.</li> <li>• Availability of all text based information in a different form where required, e.g. Braille, large text both for students and for parents and carers e.g. newsletter. School publications such as the prospectus and newsletters will be in a clear font such as Arial.</li> <li>• Provision of specialist furniture where necessary for staff and students.</li> <li>• Where alterations need to be made or specific equipment is necessary to improve access and the working environment for a disabled employee, some funding may be available through the 'Access to Work' programme.</li> <li>• All appropriate staff are made aware of information specific to the students they come into contact with.</li> <li>• Strong links exist with external partners to utilise their expertise and support where appropriate e.g. at IEP/Annual review meetings.</li> <li>• Events to which parents / carers are invited are fully accessible in the new building due to its full compliance with all DDA requirements.</li> </ul>
<b>Impact assessment</b>	<p>Ercall Wood Technology College will undertake Impact Assessments by using existing procedures for reviewing the provision for disabled students e.g. IEP/Annual Reviews.</p>
<b>The Governing Body</b>	<p>Governors meetings in the new building will be fully accessible due to DDA compliance.</p> <p>Parents and students are made aware of how the Governing Body contributes to school life through the school website and newsletters.</p>
<b>What disability data is currently collected</b>	<p>Ercall Wood Technology College currently collects the following disability data:</p> <ol style="list-style-type: none"> <li>1. For all students, including those with additional needs:-             <ol style="list-style-type: none"> <li>a. Admission forms (medical details)</li> <li>b. Home and contact details</li> </ol> </li> </ol>

	<p>2. For students with additional needs:-</p> <ol style="list-style-type: none"> <li>a. SEN IEP/Annual Reviews</li> <li>b. SEN Register</li> <li>c. Integration of disabled students including access into the curriculum.</li> </ol> <p>3. For staff:-</p> <p>The total number of disabled staff          Number of appointments of disabled staff          Applications from disabled people.</p>
<b>Reviewing and monitoring</b>	The above data is reported on an annual basis to the governing body and other bodies such as the Local Authority on request.

## Appendix 2 - DES/Accessibility Plan Review Autumn 2010

### Specific Duty

<b>Involvement of disabled people in developing the scheme</b>	<p>Ercall Wood Technology College will consult with disabled students, staff, parents, carers and service users in the on-going development of the Disability Equality Scheme and Accessibility Plan by:</p> <ul style="list-style-type: none"> <li>• IEP and Annual reviews with SEN students/parents. <i>Discussions are held at an individual level with students and parents and any necessary access arrangements and adjustments have been made.</i></li> <li>• Analysis of available school disability data</li> <li>• Meeting with parents/carers at consultation evenings <i>Parental questionnaires were carried out for all year groups.</i></li> </ul>
<b>Developing a voice for disabled students, staff and</b>	<p>Ercall Wood Technology College will continue to develop opportunities for disabled students, staff and parents/carers by:</p> <ul style="list-style-type: none"> <li>• Including students and parents/carers in review meetings.</li> <li>• Use of the school council</li> <li>• Involvement of the governing body – <i>named Governor for SEN ****</i></li> </ul>

# Ercall Wood Technology College

<b>parents/carers</b>	<ul style="list-style-type: none"> <li>• Through the curriculum including CPSHE</li> </ul>
<b>Encouraging participation in public life by disabled people</b>	<p>Ercall Wood Technology College ensures that disabled students, staff, parents and carers are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> <li>• Drama and Music Performances</li> <li>• Sports Activities</li> <li>• School Council</li> <li>• Extra-curricular activities</li> </ul> <p>Disabled students are included fully in school life. However, as with all students. Risk assessments will be undertaken where necessary to ensure the safety of all participants in any activity.</p> <p><i>No students have been excluded from activities due to disability. A protective environment in the Learning Support Department is used by vulnerable students during unstructured time. There is also a 'safe space' available in the 'Shed' for any student wishing to access it.</i></p>
<b>Eliminating harassment and bullying</b>	<p>Ercall Wood Technology College has a clear policy on anti-bullying. People who feel they have experienced disability discrimination in the way the School has treated them may make a complaint through its usual complaints procedure. We have grievance and disciplinary procedures in place and a policy on dealing with of harassment relating to employees. We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.</p> <p><i>No complaints of disability discrimination have been received</i></p>
<b>Promoting positive attitudes towards disabled people</b>	<p>Ercall Wood Technology College promotes positive attitudes towards disabled people by:</p> <ul style="list-style-type: none"> <li>• Ensuring displays and resources reflect diversity.</li> <li>• Staff taking IEP's into account in all areas of school life. <i>IEP's are available to all staff via the IT shared drive. Changes and new IEP's are notified to staff via e-mail. Any changes made at review meetings are passed on as soon as possible.</i></li> <li>• Use of outside agencies to support training. <i>The school nurse has conducted training for asthma, Epi-pen use, defibrillator use and Crohn's disease. Staff training for SEN takes place including planned sessions included in induction for new staff. These sessions include details about Hearing Impaired (HI) or Visually Impaired (VI) students who are entering the school as incoming Y7 students in the forthcoming September intake.</i></li> </ul>

<p><b>Removing barriers</b></p>	<ul style="list-style-type: none"> <li>• Suitable use of the curriculum to positively promote difference</li> </ul> <p>Ercall Wood Technology College removes barriers by:</p> <ul style="list-style-type: none"> <li>• Not excluding disabled students from school trips unless a full risk assessment indicates that participation should not take place. Additional staff may be allocated to accompany solely those students with specific needs.</li> <li>• Ensuring that the curriculum meets the need of all learners through adaptation of resources and techniques or through the use of specialist resources. This may include specialist ICT packages. <i>Access arrangements for exams have been made for students including the use of readers, scribes. Prompters and extra time.</i></li> <li>• Availability of all text based information in a different form where required, e.g. Braille, large text both for students and for parents and carers e.g. newsletter. School publications such as the prospectus and newsletters will be in a clear font such as Arial.</li> <li>• New building is fully DDA compliant enabling all events to which parents / carers are invited to be accessed by all wishing to attend.</li> <li>• Where alterations need to be made or specific equipment is necessary to improve access and the working environment for a disabled employee, some funding may be available through the 'Access to Work' programme.</li> <li>• All appropriate staff are made aware of information specific to the students they come into contact with. <i>Staff are informed via confidential staff bulletin, staff briefing or e-mail.</i></li> <li>• Strong links exist with external partners to utilise their expertise and support where appropriate e.g. at IEP/Annual review meetings. <i>We have worked with the school nurse regarding access to disabled toilet facilities for students who may require this.</i></li> </ul>
<p><b>Impact assessment</b></p>	<p>Ercall Wood Technology College will undertake Impact Assessments by using existing procedures for reviewing the provision for disabled students e.g. IEP/Annual Reviews.</p>
<p><b>The Governing Body</b></p>	<p>Governors meetings will be held in locations that are accessible to disabled people when the need arises.</p> <p>Parents and students are made aware of how the Governing Body contributes to school life through the school website and newsletters.</p>



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<p><b>What disability data is currently collected</b></p>	<p>Ercall Wood Technology College currently collects the following disability data:</p> <ol style="list-style-type: none"> <li>1. For all students, including those with additional needs:- <ul style="list-style-type: none"> <li>• Admission forms (medical details)</li> <li>• Home and contact details</li> </ul> </li> <li>2. For students with additional needs:- <ul style="list-style-type: none"> <li>• SEN IEP/Annual Reviews</li> <li>• SEN Register <i>Please see data below – correct as of May 2014</i></li> <li>• Integration of disabled students including access into the curriculum. <i>Examination performance and analysis and monitoring of attendance data takes place.</i></li> </ul> </li> <li>3. For staff:- <ul style="list-style-type: none"> <li>• The total number of disabled staff. <i>No staff have declared a disability, however please see ‘Removing Barriers’ section above for provision made for staff.</i></li> <li>• Number of appointments of disabled staff. <i>No appointments of disabled staff were made.</i></li> <li>• Applications from disabled people. <i>We have received no applications where a declaration of a disability has been made.</i></li> </ul> </li> </ol>
<p><b>Reviewing and monitoring</b></p>	<p>Data is reported on an annual basis to the governing body and other bodies such as the Local Authority on request.</p> <p><i>A review is carried out and presented to the governing body each autumn term.</i></p>

## College Data

The College currently has 158 students on the Special Needs Register.

Need	MLD	SpLD	SLCN	BESD	ASD	PD	VI	HI	Other
Number of students	30	15	10	14	7	4	3	5	1

**Key:**

<b>MLD</b>	<b>Moderate Learning Difficulties</b>
<b>SpLD</b>	<b>Specific Learning Difficulties (Dyslexia)</b>
<b>SLCN</b>	<b>Speech, Language &amp; Communication Needs</b>
<b>BESD</b>	<b>Behavioural, Emotional &amp; Social Difficulties</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>PD</b>	<b>Physical Disability</b>
<b>VI</b>	<b>Visual Impairment</b>
<b>HI</b>	<b>Hearing Impairment</b>