



**To nurture each individual's aspirations and talent**

**To provide outstanding learning experiences and opportunities**

**To promote respect for one another and the environment**

**To encourage collaboration and partnership**

## **Equality Information and Objectives Statement**

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<b>Status:</b>	<b>Statutory</b> <b>(Equality Act 2010)</b>

## 1. PURPOSE

This policy seeks to address the statutory requirements on the Equality Act 2010 (which replaces the Disability Discrimination Act 1995).

## 2. RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with other relevant documents, including:

- Anti-bullying policy
- SEND policy
- SEN information report
- Curriculum policy
- Admissions policy and criteria
- Medical policy
- Child protection and safeguarding
- Attendance

## 3. SCOPE, PRINCIPLES AND DEFINITIONS

### 3.1 Definition (Equality Act 2010)

'A person has a disability 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 carry out normal day to day activities.'

### 3.2 We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

We must:

- Not treat disabled pupils less favourably; and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

## 4. KEY OBJECTIVES

**Our objective is to be inclusive to all staff and pupils**, irrespective of colour, disability, ethnic or cultural origin, gender, sexual orientation, marital status, age, race, religious belief, political affiliation or social class, **in the full life of the school. Information and objectives relating to how we will achieve this are outlined in this statement.**

### 4.1 To provide all pupils with a broad and balanced curriculum

We aim to reduce and where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community thus making 'reasonable adjustments' in matters of admission and education. We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, endorsing the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

**4.2 To ensure that no pupil or member of staff is treated less favourably**

We aim to ensure that all staff and pupils are treated equally. The needs of all staff and students are considered and individual plans are put in place, making reasonable adjustments where necessary, to ensure that no member of staff or student with disabilities is disadvantaged.

**4.3 To provide a physical environment that provides access for all**

We aim to ensure that buildings are maintained and developed to meet the needs of all pupils and staff by ensuring that:

- Accessibility is a measured criteria when reviewing the premises annual plan
- The needs of individual pupils and staff are considered as appropriate and reasonable adjustments made
- Taking account of the needs of pupils, visitors and staff with disabilities when planning and undertaking future improvements and refurbishments of the site and premises
- Buildings are adequately maintained to enable curriculum delivery

**4.4 To ensure that recruitment, employment and training provides equal opportunity for all**

We are committed to the provision of fair and equal opportunities in recruitment, employment, training and promotion of all, irrespective of colour, disability, ethnic or cultural origin, gender, sexual orientation, marital status, age, race, religious belief, political affiliation or social class.

**5 Accessibility Plan**

We will continue to develop and review a plan of short, medium and long term priorities to support our commitment to equality within the school community. The plan will updated and published on an annual basis.

**A copy of our Accessibility Plan can be accessed on our website.**

**MONITORING, REPORTING AND EVALUATION**

Farmor's School recognises that monitoring is essential to ensure that pupils and staff with disabilities are not being disadvantaged. We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations

Outcomes will be evaluated and reported to the Governing Body.