

# Fair Ways Education

## Accessibility and Equality Policy

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**Review Date:** October 2027 (every 3 years)

**Contributors:**

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## Fair Ways Vision, Mission and Values (2024)

### Our vision

To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

### Our mission

To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

### Our values

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within Fair Ways to *play their part*:

<b>P</b> ROFESSIONAL	<b>A</b> CCEPTING	<b>R</b> EFLECTIVE	<b>T</b> RANSPARENT
<ul style="list-style-type: none"> <li>· We do what we say we will.</li> <li>· We approach challenges with optimism and enthusiasm.</li> <li>· We don't judge, we notice.</li> <li>· We put the needs of the service before our own personal gains.</li> </ul>	<ul style="list-style-type: none"> <li>· We don't give up on people.</li> <li>· We value all individuals and are willing to challenge them.</li> <li>· We embrace each other's differences as much as our similarities.</li> <li>· We accept responsibility for our actions.</li> </ul>	<ul style="list-style-type: none"> <li>· We give feedback, we invite feedback, we listen to feedback.</li> <li>· We look inward before we look outward.</li> <li>· We learn as much from our mistakes as from our successes.</li> <li>· We listen to each other, learn from each other and grow together.</li> </ul>	<ul style="list-style-type: none"> <li>· We are always willing to explain why.</li> <li>· We have the courage to be open and honest.</li> <li>· We earn trust through our transparency.</li> <li>· We live by our values even when no-one is watching.</li> </ul>

## **1 Introduction**

1.1 This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in the “Accessible Schools: Planning to increase access to schools for disabled young people”, issued by DfES in July 2002.

1.2 Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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.”

## **2 Key Objectives**

2.1 To reduce and eliminate barriers to the curriculum and to full participation in education for young people and prospective young people with a disability.

## **3 Principles**

3.1 Compliance with the DSA is consistent with the education department’s aims and equal opportunities policy and the operation of the SEN policy.

3.2 Fair Ways Education recognises its duty under DDA (as amended by the SENDA):

- Not to discriminate against disabled young people in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled young people less favourably.
- To take reasonable steps to avoid putting disabled young people at a substantial disadvantage.
- To publish an Accessibility Plan. (Refer Accessibility Plans Appendix A & B)

3.3 In performing their duties, staff will have regard to the DRC Code of Practice (2002):

- Fair Ways Education recognises and values parents / carers’ knowledge of their child’s disability and its effect on his / her ability to carry out normal activities and respects the parents / carers and child’s right to confidentiality.
- Fair Ways Education provides all young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to young people's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of young people

## **4 Activity**

[This section outlines the main activities which Fair Ways Education undertakes, and is planning to undertake, to achieve the key objective (above).]

### **4.1 Education and related activities**

Fair Ways Education will continue to seek and follow the advice of LEA services, such as specialist teacher advisers, educational psychologists and SEN inspectors / advisers, social workers and if appropriate health professionals from the local NHS Trust.

### **4.2 Physical environment**

Fair Ways Education will take account of the needs of the young people and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings. Both sites have recently acquired an upstairs provision and this is not accessible to students then classroom resources will be brought downstairs.

### **4.3 Provision of information**

Fair Ways Education will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

## **5 Equality**

- 1.1 Fair Ways education is an inclusive education provider that caters for young people with an EHCP outlining a number of learning needs. Predominantly the schools educate young people with SEMH and ASC needs and delivers 1:1 education with a tailored timetable to support the needs of the young person. The schools adopt a therapeutic culture whereby all young people in the school community are of equal worth no matter what their complex needs or starting points. The school believes that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships amongst our young people who have, in the past, been disadvantaged within education and society.

5.2 Our approach to equality is based on the following 7 key principles as well as the aims of the schools:

- All young people are of equal value – whether or not they are disabled, whatever their ethnicity, culture, national origin, gender, gender identity, whatever their religion or faith and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength - we constantly take account of differences and strive to remove barriers to young people learning.
- We foster positive relationships and attitudes – we actively promote positive attitudes and mutual respect within the school community and when out in public.
- We foster a shared sense of cohesion and belonging – we want all young people within the school community to feel a sense of belonging and be able to participate fully in school life.
- We observe good equalities practice for staff – we ensure policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and continued professional development.
- We have high expectations of all our young people with an expectation for them to make good progress no matter their starting points and achieve their highest potential.
- We work to raise standards for all young people including the most vulnerable – we believe in improving the education for young people with special educational needs and preparing them for independence into adult life.

5.3 Although this policy is the key document for information about our approach to equalities in line with the public sector equality duty, we ensure that information about our responsibilities under the Equality Act 2010 are included in our school evaluation, school development plan and school prospectus.

5.4 We also use the following documents to support Equality:

- Behaviour Management policy [DOC REF SC08]
- Anti-bullying policy [DOC REF SC05]
- Admissions policy [DOC REF SC02]
- Exclusion policy [DOC REF SC17]
- Child Protection and Safeguarding policy [DOC REF SC25]

- Health and Medication policy [DOC REF SC20]
- Complaints policy [DOC REF SC09]
- Exam Disability policy [DOC REF SC08]

5.5 The Equality Act 2010 also applies to Fair Ways Education in their role as employers and the way we comply with this is found in the Fair Ways Company Policies and Procedures.

5.6 What are we doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions in the way we provide education to our young people and the way we provide access to facilities and services.
- We are aware of reasonable adjustment for disabled young people – designed to enhance access and participation to the level of non-disabled young people and stop young people being placed at a disadvantage.
- The Head of Schools and HR Business Partner ensure that all appointment panels give due regard to this policy and the company's policy and procedures when it comes to employment, promotion and training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt or review policy.
- We actively promote equality and diversity through the curriculum (P.S.H.E and ASDAN) and by creating a school environment that respects all.
- Our admissions arrangements are fair and transparent and we do not discriminate against young people by treating them less favourable on the grounds of sex, race, disability, religion or sexual orientation.

5.7 **Behaviour, Exclusions and Attendance**

5.7.1 Fair Ways Education policy on behaviour – rewards and exclusions – takes full account of the duties of the Equality Act 2010. We make reasonable, appropriate and flexible adjustment for all of our young people with special educational needs. We closely monitor data on exclusions and absence from the schools and take action promptly to address concerns.

5.7.2 All the schools challenge all forms of prejudice and prejudice-based bullying.

## **6 Associated Documentation & Legislation**

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- DRC Code of Practice (2002):
- Equality Act 2010
- Behaviour Management policy [DOC REF SC08]
- Anti-bullying policy [DOC REF SC05]
- Admissions policy [DOC REF SC02]
- Exclusion policy [DOC REF SC17]
- Child Protection and Safeguarding policy [DOC REF SC25]
- Health and Medication policy [DOC REF SC20]
- Complaints policy [DOC REF SC09]
- Exam Disability policy [DOC REF SC08]



## **Appendix A – Fair Ways School Accessibility Plan (Equality Plan) 2021 onwards**

Date of Plan: October 2018

Date of Review: October 2021

Member of staff responsible: Laura Rowe

This plan was drawn up by: Laura Rowe

The following were consulted on the draft plan:

- Management team date: October 2018
- Chief Operations Officer date: October 2018

The plan is also available in the following formats, on request to [Head teacher]: (e.g. e-mail, enlarged print version etc.)

**Appendix B - Fair Ways School  
Accessibility Plan (Equality Plan)**

2017 onwards - Improving the Physical Access of the School

An Access Audit was carried out in the autumn term 2017 and a number of recommendations made:

Item	Activity	Timescale
<b>Step in corridor</b>	<b>Provide ramp access from lower corridor to upper corridor</b>	<b>When the need arises</b>
<b>Staff room stairs</b>	<b>To access the staff area upstairs would be impossible for disabled staff. Separate provision to be made available downstairs.</b>	<b>When the need arises</b>

*Fairways already have the following in place:*

- Accessible car parking**
- Lowered access at main / middle entrance**
- Accessible toilets**
- All young people can access a classroom on ground floor level**

Fair Ways School Accessibility Plan (Equality Plan) 2017 onwards

Improving the Curriculum Access at the School

Target	Strategy	Outcome	Timeframe	Achievement
<b>Training for teachers on differentiating the curriculum</b>	<b>Undertake an audit of staff training requirements</b>	<b>All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum</b>	<b>On-going</b>	<b>Increase in access to the School Curriculum</b>
	<b>Review the specific needs for young people living with a disability, in terms of basic daily living skills, relationships and future aspirations</b>	<b>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.</b>	<b>On-going</b>	
<b>All out-of-school activities are planned to ensure that participation of the whole range of young people</b>	<b>Review all out-of-school provision to ensure compliance with legislation</b>	<b>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</b>	<b>On-going</b>	<b>Increase in access to all school activities for all young people</b>
<b>Classrooms are optimally organised to promote the participation and independence of all young people</b>	<b>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</b>	<b>Lessons start on time without the need to make adjustments to accommodate the needs of individual young people</b>	<b>On-going</b>	<b>Increase in access to the School Curriculum</b>

Fair Ways School Accessibility Plan (Equality Plan) 2021 onwards

Improving the Delivery of Written Information at the School

Target	Strategy	Outcome	Timeframe	Achievement
<b>Availability of written material in alternative formats</b>	<b>The school will make itself aware of the services available through the LA for converting written information into alternative formats</b>	<b>The school will be able to provide written information in different formats when required for individual purposes</b>	<b>On-going</b>	<b>Delivery of information to disabled young people improved</b>
<b>Make available school brochures, school newsletters and other information for parents in alternative formats</b>	<b>Review all current school publications and promote the availability in different formats for those that require it</b>	<b>All school information available for all</b>	<b>On-going</b>	<b>Delivery of school information to parents and the local community improved</b>
<b>Raise the awareness of adults working at and for the school on the importance of good communication systems</b>	<b>Arrange training courses</b>	<b>Awareness of target group raised</b>	<b>On-going</b>	<b>School is more effective in meeting the needs of young people</b>