



# Equality Policy

**Ratified:** September 2020

**Chair of Governors:** Marie Linnane

**Review:** September 2023

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

## **Equality Act 2010**

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- Functions of public bodies, for example the issuing of licenses.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

## **The definition of 'disability' under the Equality Act 2010**

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

## Duty

The new Equality Duty replaces nine previous pieces of legislation. It simplifies, harmonises and strengthens previous legislation in important ways to tackle discrimination.

It replaces the three previous Public Sector Equality Duties – for Race, Disability and Gender. The new Equality Duty covers the following Protected Characteristics:

- Age
- Disability
- Gender (sex)
- Gender identity and reassignment
- Sexual orientation
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Pregnancy and Maternity
- Marriage and civil partnership

Schools have a general duty to promote equality and certain specific duties as summarized below:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- **Advance equality of opportunity** between people who share a relevant protected characteristic and people who do not share it;
- **Foster good relations** between people who share a relevant protected characteristic and people who do not share it.

The principle underlying the concept of equality of opportunity is that treating people equally does not necessarily involve treating them the same.

Having due regard to the need to advance equality of opportunity between people who share a relevant protected characteristic and those who do not, involves having due regard to:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Meeting the needs of people with protected characteristics
- Encouraging people with protected characteristics to participate in public life or in any other activity where their participation is low.

Fostering good relations involves bearing in mind the need to tackle prejudice and promote understanding.

To fulfil the three aims of the general duty, as a school we have three sets of specific duties:

- To **collect, analyse and publish** information about our progress in achieving the three aims of equality legislation
- To decide on certain **specific and measurable objectives** that we will pursue over the coming years to achieve the three aims and to publish these objectives
- **To engage** with people who have a legitimate interest – including all staff, all parents, carers,

pupils, local groups, organisations and individuals as appropriate.

As part of our commitment to ensuring equality for those with a disability, we have taken a number of actions to become more inclusive, including Accessibility Planning for Disabled Pupils (see Appendix 1).

### **Monitoring and reporting**

It is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following is monitored:

- Achievement of Vulnerable Pupils (including pupils with disabilities)
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Duty, and to ensure that no adverse impact is occurring as a result of the actions.

Monitoring will take place at least annually and when new members of the school community join in order to ensure their individual needs are met.

Cuffley has drawn up an Action Plan to set objectives and to monitor their implementation (see Appendix 2).

## Appendix 1

# Accessibility Plan

As part of our duties under the Equality Act (which previously existed under the DDA), we have planned for the inclusion of Disabled Pupils and other members of the school community.

Our aim is to *remove barriers to learning and to increase access.*

Our planning has involved the views of professionals, parents and carers and pupils and is re-evaluated on an ongoing basis and adjusted to meet the needs of new members of the school community.

Adaptations are made to meet the individual and specific needs of pupils to ensure equality of access to the curriculum and to extra-curricular activities. Planning is personalised and resources made available to support the needs of learners.

Improvements have been made to the physical environment of the school to increase access; a summary of those improvements is detailed below:

	<p>The main entrance has automatic doors, opening outwards, which leads to a controlled foyer. This is the main entrance for adults, though not for children. Those with disabilities can be accommodated through this single level entrance.</p>
	<p>External entrances and exits to all Nursery, Reception and Key Stage 1 classrooms. 'Enlarged' doors which are suitable for wheelchairs along with small entrance ramps.</p>
	<p>As above, internal view.</p>



Door to Key Stage 2 hall acts as a single level fire exit suitable for those with disabilities.



Ramp to enable disabled access from the Key Stage 1 playground through to EYFS and KS2 classrooms.

This is where children line up in the morning and is the main route around school for all children.



Lift fitted to enable disabled access from Key Stage 1 into Key Stage 2 classrooms, the Key Stage 2 library, Computing Suite and Key Stage 2 hall.



Disabled Toilet and Shower Facilities in KS2, accessible from the main building and from the courtyard outside EYFS.





Music pods and The Oasis built both of which conform to the requirements for disabled access.



Wheelchair Access to Year 3 Classrooms



Adaptations to support children with Visual Impairments, e.g. Yellow paint to mark step edges

Appendix 2

## Action Plan

<b>Equality Objective</b>	<b>Protected Characteristic</b>	<b>General Duty</b>	<b>Responsibility</b>	<b>Measurable Success Indicator</b>	<b>Timeframe</b>	<b>Review</b>
To ensure that children with disabilities are fully included in school life	Disability	To advance equality of opportunity between children with a disability and their peers who do not	Class Teachers and Support Staff/ SENCO/DHT/AHT/ HT	Children with disabilities will have personalised provision to allow them to take part in the life of the school, with individual risk assessments in place for extracurricular activities, such as trips and visits.	Ongoing	Annually