



Equality Scheme & School Accessibility Plan (SENDA) Argyle House School

Overarching Statement

- In accordance with our Ethos & Aims, we pledge to respect the equal human rights of all pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is Responsible?

The Proprietor/Chairman is responsible for:

- Making sure the school complies with the relevant equality legislation; and
- Making sure the school Equality Scheme and its procedures are followed.

The Headteacher is responsible for:

- Making sure the School Equality Scheme and its procedures are followed.
- Making sure the race, disability and gender equality plans are readily available and that the Proprietor/Chairman, staff, pupils, and their parents/guardians know them.
- Producing regular information for staff 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 racist bullying, homophobic bullying and bullying related to gender or disability.

All Staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents.
- Being able to recognise and tackle bias and stereotyping.
- Promoting equal opportunities and good relations.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- Keeping up to date with the law on discrimination.
- Taking up training and learning opportunities.

Mr. C Johnson is responsible overall for:

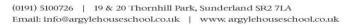
- Dealing with reports of hate-incidents.
- Visitors and Contractors are responsible for: Knowing and following, our Equality Scheme.



















Race Equality Plan

This plan sets outs how Argyle House School will work to promote race equality.

Introduction

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and relates to the Sunderland Council procedure for reporting racist incidents involving pupils in schools.

Ethnic Monitoring

This will be monitored by the information which is supplied on entry into Argyle House School.

Impact Assessment

Uniforms & Appearances

Redundancy Policy and Procedure

The following policies have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000 Child Protection Policy Safeguarding Children Policy Administration of Medicines Special Educational Needs Policy **Equal Opportunities Policy Teaching & Learning Policy Curriculum Policy** Policy for the Induction of New Teachers Pay Policy Admissions Policy to Argyle House School **Educational Visit** Recruitment Policy

These were found to be in line with the current legislation. The above policies will be assessed over the next five years to make sure that they remain within the current legislation.



















Action Plan to address the General Duty to Promote Race Equality

	Actions	By Whom	Start	Finish	Evidence
Promote					
equality of					
opportunity					
Eliminate					
unlawful					
discrimination					
Eliminate					
racist					
harassment					
Promote good					
relations					
between					
different					
ethnic groups					
Other actions					
required					

(It was the view of the Head Teacher and Senior Management of the school that this action plan didn't need to be addressed at the school. It will be looked at again in January 2025.)

Monitoring

This will be undertaken by the Head Teacher and the administration staff. If needed the Senior Management Team will become involved, if the situation becomes a school issue.

Information Gathered

This will be used in the school census information and in data used within the school to monitor pupils' progress.

The next Equality plan will be reviewed in three years' time.













Disability Equality Plan

Introduction

This plan sets out how Argyle House School will work to promote disability equality. A person is disabled 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.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and relates to the Accessibility Plan.

Involvement of Disabled People:

Mr. C Johnson wrote the scheme. The involvement of disabled people came in the form of a partially deaf student, the paralysed wheel bound parent of Mr. C Johnson and several children with Cerebral Palsy. The outcomes were improved: acoustics in classrooms, new ramps on difficult areas on the ground floor, improved access into the school through a gated system and money set aside in a separate account for the installation of a stair ramp when needed.

Impact Assessment

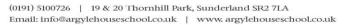
All policies and procedures have been assessed to the general duties under the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001.















Action Plan to address the General Duty to promote disability equality

Action Plan to at	Actions	By Whom	Start	Finish	Evidence
Promote	Sponsored	Whole	Every Year	To continue	
equality of	events each	School	-		
opportunity	year to help				
between	or aid				
disabled	disabled				
persons and	people				
other persons					
Eliminate	To actively	Whole	Every Year	To continue	
unlawful	promote	School			
discrimination	within the				
	PSHEE				
	Schemes and				
	visitors into				
	School				
Eliminate					
harassment					
related to					
disabilities					
Promote					
positive					
attitudes to					
disability					
Encourage					
participation					
by disabled					
people				_	
Take steps to	Teachers to	Every	Every Year	To continue	
take account	recognise	Teacher			
of disabled	children who				
people's	have				
disabilities	disabilities				
	and adapt				
	their				
	teaching				
	techniques				
Other actions					
required					













The purpose of our Access Plan is to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable time period and in formats which take account of views expressed by pupils or parents about their preferred means of communication.

Definition of Disability

Disability is defined as:

"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."

Key Objectives

- To reduce and where possible, eliminate barriers to accessing the curriculum.
- To achieve full participation at Argyle House School for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with Argyle House School's aims and equal opportunities policy, and the operation of the school's SEN policy. Argyle House recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

Argyle House School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

Argyle House School provides all pupils with a broad, balanced and diverse curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum framework, which underpin the development of a more inclusive curriculum:

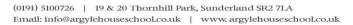
Setting suitable learning objectives/challenges.



















- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Short Term Targets

- 1. Availability of written material in alternative formats.
 - For the school to be fully aware of available means for converting written information into alternative formats so that when required, the information can be made available, in whatever format is needed, quickly. A member of staff is to be designated the task of researching this area and keeping up with developments.
- 2. To review plans for evacuation in an emergency. The purchase of evacuation chairs and the training of staff are further priorities for this year.
- **3.** Staff training needs for wheelchair bound pupils and visitors should be evaluated.
- **4.** Procedures for emergency evacuation are to be developed and all staff should be informed.

Medium Term Targets

- 1. Improved disabled toilet provision in the Senior Department and the new block. Work to be priced by Mr. C Johnson and phased into the next three years.
- 2. Disabled Parking- Contact the council to see if it is possible to place a disabled parking bay at the rear entrance of the school.
- 3. Must source coach companies which provide wheelchair-friendly coaches and price the cost of converting one of our existing minibuses.

Long Term Targets

- 1. To improve access to the practical science curriculum by investigating how a wheelchair bound pupil could safely carry out a science practical in the laboratory.
- 2. Office location of key personnel to be reviewed and a plan formulated to ensure all teachers and management are accessible.
- 3. Improvement to external lighting in areas around the accessible buildings should be introduced.













Three Year Action Plan (September 2020-2023)

Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

Accessibility Plan,	Actions	By Whom	Start	Finish	Evidence
Accessible	Staff training on	Head Teacher	September	July 2025	
evacuation	wheelchair	School	2023	-	
procedures	evacuations	Caretaker			
Accessible	Training and	Head Teacher	September	July 2025	
evacuation	purchase of	Val Williams	2023	-	
procedures	evacuation				
	chairs				
Improvements	To make all	Head Teacher	September	On going	
to access the	work available	SEN	2023		
curriculum	in different	Department			
	formats so				
	when required				
Improvements	Procedure in	Head Teacher	September	On going	
in access to the	place to move		2023		
curriculum	rooms to allow				
	access in an old				
	Victorian House				
Physical	New Disabled	Head Teacher	September	Ongoing till	
improvements	toilets		2023	completion	
to increase					
access to					
education and					
associated					
services					
Disabled	Contact the	Head Teacher	January 2024	Ongoing till	
Parking	council to see if	Pauline Thorne		completion	
	a disabled bay	Val Williams			
	can be marked				
	on the main				
	road				
Improve the	Engage a local	Head Teacher	March 2024	Ongoing till	
access to the	company to do			completion	
science	an audit of this				
laboratory	particular room				
Staffroom &	Moyo those	Head	Santambar	Ongoing till	
	Move these		September	completion	
Head	too areas	Teacher	2024	Compiction	
Teachers	where they				
office	are easily				
relocated	accessible by				
	wheelchair				
	uses				

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Monitoring

These will be monitored by Mr. C Johnson

The next disability equality plan in three years will build upon this plan's actions, the results of monitoring, and other information gathered.













Gender Equality Plan

Introduction

This plan sets out how Argyle House School will work to promote gender equality.

This plan addressed our specific duties under the new Equality Act.

Impact Assessment

The following policies/plans have been assessed to the general duty under the new Equality Act: Child Protection Policy

Safeguarding Children Policy

Administration of Medicines

Special Educational Needs Policy

Equal Opportunities Policy

Teaching & Learning Policy

Curriculum Policy

Policy for the Induction of New Teachers

Pay Policy

Admissions Policy to Argyle House School

Educational Visit

Recruitment Policy

Uniforms & Appearances

Redundancy Policy and Procedure

These were found to be in line with the current legislation. The above policies will be assessed over the next five years to make sure that they remain within the current legislation.

	Actions	By Whom	Start	Finish	Evidence that it is	
					completed	
Eliminate	This must be	Chris	2020	Ongoing	Any problems	
unlawful sex	monitored by	Johnson			successfully	
discrimination	management	John Blair			concluded	
	team	Louise				
		McIntosh				
Promote	All opportunities	Chris	2020	Ongoing	Equal spread of	
equality of	must be	Johnson			responsibilities	
opportunity	advertised in the	Proprietor			across the School	
between men	correct manner					
and women	and be open for					
	everyone					
To constantly	To be looked at	Chris	2020	Ongoing	Making sure that	
monitor pay	every year by the	Johnson			people are given a	
and	Proprietor				fair chance of extra	
responsibilities					pay/responsibilities	

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Monitoring

These will be monitored by Mr. C Johnson

The next gender equality plan in three years will build upon this plan's actions, the results of monitoring, and other information gathered.











(Please refer to the SEN Policy for more information.)

Pupil Participation in the Curriculum

The School will aim to increase the extent to which SEN pupils can participate in the curriculum and other activities offered.

Support will be co-ordinated by the SEN team at Argyle House School.

Appropriate consideration needs to be given to the teaching of practical subjects to disabled pupils. Where a pupil has a disability, various assessments will be carried out, this will cover risks to the disabled pupil and risks to others that may be affected by his/her actions or omissions.

In general teaching areas aspects of health & Safety are particularly important where a disabled pupil is involved, for example classroom entrances and corridors should not be cluttered. All classroom teachers need to consider in advance of their teaching the needs of any disabled pupils in their class, this may include the allocation of a particular place to sit or the allocation of a suitable storage place.

The needs of disabled pupils must be considered in relation to School trips and visits, in relation to both transport to and from the location and the facilities at the location.

Delivery of Information to SEN Pupils

On request information will be arranged for prospective parents who have SEN in formats that will meet their needs.

The School will provide INSET for all staff to support them in improving their communication with pupils with SEN.

When appropriate the School will engage additional staffing to support pupils with particular needs.

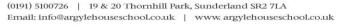
The School over the next three years will invest in classroom technology and infrastructure which will better support communication with pupils with SEN.



















Plan 2020/2023	Objectives	Requirements	Who	When	Success Criteria
Short Term	Improved availability of strategies for teaching the different needs.	Information made available for teachers and students to improve retention of the curriculum.	SEN Team	Ongoing	Staff are presented with working strategies for teaching different students.
	Provide INSET for all staff to improve their ability to support students with SEN.	Include appropriate training in INSET days and at other times during the academic year.	SEN Team	Ongoing	Staff feel more confident in dealing with students with SEN requirements.
Medium Term	Improved working environment for students with physical needs.	Colour schemes, stair access, lighting,	Proprietor	Ongoing through this plan.	Specific areas refurbished in line with recommendations.
	Disabled /access WC facilities	Adaptations of areas around school to allow access.	Proprietor	Ongoing through this plan.	Access improved throughout the school or main toilet blocks altered.
Long Term	Improved access to all floors in both buildings.	Portable stair climber.	Proprietor	Ongoing through this plan.	All floors become accessible to anyone with needs.





