

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 out 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

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
- 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.



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

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

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



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



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.



SEN

(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.