

Canonium Learning Trust



Equality, Disability and Accessibility Policy

Adopted: 2019/2020

Next review: 2022/2023

The following policy addresses the issue of the Equality Act 2010, Public sector equality duty and Accessibility Plan.

Aims and objectives

The Canonium Learning Trust are committed to ensure:

- that all children have access to a broad and balanced curriculum appropriately differentiated to their individual needs
- a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life
- equality of education and opportunity for disabled pupils, staff and all those receiving services from the Trust
- our admissions policy does not discriminate against disabled pupils.
- that we develop the children as interactive, educated 'one world' people;
- that all children and adults connected with the academy feel valued and secure in the environment, and that there are good adult role models to base their behaviour upon;
- that each child and adult has a feeling of individual worth, self confidence and self-esteem, and that all achievements are valued;
- that all activities are achievable and that the opportunity to participate (at whatever level) is there.

Roles and Responsibilities

Directors will ensure:

- that the Trust academies comply with all current equality legislation;
- that this policy and its procedures are followed.

The CEO/Operational Director will ensure:

- that this policy is readily available and that all stakeholders know about it;
- appropriate action is taken in cases of harassment and discrimination.

The Headteacher of the academy will ensure:

- that its procedures are followed;
- that all staff know their responsibilities and receive appropriate training to carry these out;
- appropriate action is taken in cases of harassment and discrimination.

All staff within the academy will ensure:

- that they deal with racist, sexist and homophobic incidents and tackle bias and stereotyping;
- that they promote equality and good community relations, avoiding discrimination against anyone for reasons of race, nationality, age, gender, disability, religion or belief, pregnancy or maternity, sexual orientation, gender reassignment or socio-economic circumstances;
- keep up to date with the law on discrimination and participate in training and learning opportunities.

Visitors and Contractors will ensure:

- that they follow our Equality, Disability and Accessibility Policy.

The achievement of disabled pupils will be monitored and data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to ensure that each academy's environment is as accessible as possible. Harassment of disabled people with any form of impairment will not be tolerated.

How Disabled People have been involved in the Scheme

The Canonium Learning Trust recognises the importance of involving disabled people fully in the development of its Disability Equality Scheme. Disabled people have been involved in the following ways:

Disabled pupils:

- Disabled pupil on class medical lists and on the SEN register.
- Children's views have been collected through a letter home to their parents.
- Each academy priorities have been incorporated.

Disabled staff:

- All staff have been asked to identify any barriers that affect them and how the Trust plan to overcome them

Disabled parents/carers/local communities:

- Parents/carers complete questionnaires to identify any barriers and how the Trust can improve the way it meets their needs.

It is recognised that Trust policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- on the educational opportunities available to and the achievements of disabled pupils.

Learning Opportunities:

The Canonium Learning Trust provide equal opportunities for disabled children:

- to access events at secondary schools/academies or other facilities.
- At admission or transition between schools/academies to have additional needs identified and met.
- By making all staff aware of disabled pupils needs, and if need be putting protocols in place to ensure promotion of social relationships.
- By regularly collecting pupil and staff feedback by the Trust and protocols are evaluate and adjusted.
- By ensuring each academy considers the individual needs of pupils with disabilities in the liaison with the parents/carers to make adjustments to policies to ensure that all children's needs are met.

Employing, Promoting and Training Disabled Staff:

All staff have equal access to training, employment and promotion opportunities in the following ways:

Disability equality:

- equality of opportunity between disabled and non-disabled people is promoted;
- discrimination that is unlawful under the Disability Discrimination Act is eliminated;
- harassment of disabled persons that is related to their impairments is eliminated;
- positive attitudes towards disabled people are promoted;
- participation by disabled people in public life is encouraged;
- steps are taken into account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.
- the extent to which disabled pupils can participate in the curriculum is increased;
- the physical environment of academies, to enable disabled pupils to take better advantage of education, benefits, facilities and services provided are improved;
- the availability of accessible information to disabled pupils is improved;

Race equality:

- equality of opportunity between people of different races is promoted;
- good race relations between people of all races is promoted;
- unlawful racial discrimination is eliminated.

Gender equality:

- unlawful sex discrimination and harassment is not tolerated;
- equality of opportunity between all genders including unspecified is promoted.

Religious belief:

- discrimination against a person on the grounds of religion or belief does not happen.

Age:

- discrimination against a person because of age does not happen.

Pregnancy or Maternity:

- discrimination against a person on the grounds being pregnant or on maternity leave does not happen.

Strategies

The Canonium Learning Trust strives to ensure:

- that academies promote its values through learning
- that learning is planned with appropriate differentiation so that the curriculum is accessible to all learners;
- that planned learning reflects a multi-cultural society;
- that learners are always positively encouraged in every situation;
- that work from learners of all abilities and groups is displayed around each academy;
- individual achievements are praised and celebrated both in the classroom and as a whole academy;
- that children's interest and understanding in people different to themselves is encouraged;
- that partnership work with other schools/academies and organisations takes place;
- that a welcoming and secure environment is provided in which all learners are able to develop a positive image and develop their potential.

Revisiting the Scheme

Our scheme is reviewed and revised after a period of 3 years and disabled people will be involved in the process. Our Equality Objectives are updated annually on the academy website.

CANONIUM LEARNING TRUST	Our Equality Objectives:
<ul style="list-style-type: none"> To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity. 	
<ul style="list-style-type: none"> To reduce prejudice and increase understanding of equality through direct teaching across the curriculum. 	
<ul style="list-style-type: none"> To promote cultural development and understanding through a rich range of experience, both in and beyond the academy. 	
<ul style="list-style-type: none"> To tackle prejudice and promote understanding in relation to people with disabilities. 	
<ul style="list-style-type: none"> To ensure that all students are given the opportunity to make a positive contribution to the life of the academy 	

**Each academy will have its own Equality Objectives, which are updated yearly and will be influenced by their SIP (Appendix A).*

Appendix A – Local to each Academy and updated yearly (Equality/Accessibility Objectives)

	<p>(Insert Academy Name)</p>	<p>(Insert Academy Logo)</p>
<p>Canonium Learning Trust Equality/Accessibility Objectives (Red from SIP):</p>	<p>The Impact of the objectives so far for 2019-20 (report for the Teaching and learning Council)</p>	
<ul style="list-style-type: none"> To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity. 	<ul style="list-style-type: none"> Focuses (linked to our values) changed in assemblies to look at gifted and talented people using their skills for good (Responsibility), brave and courageous people (Perseverance), people who make a sacrifice (Caring), visionaries and dreamers (6Rs), respect our differences (Respect) and being a member of the crew (Cooperation). SCARFE PSHE SMSC in cross-curricular learning 	
<ul style="list-style-type: none"> To reduce prejudice and increase understanding of equality through direct teaching across the curriculum. 	<ul style="list-style-type: none"> PSHE teaching and learning through the curriculum (Monitored by Understanding Our Lives). 	
<ul style="list-style-type: none"> To promote cultural development and understanding through a rich range of experience, both in and beyond the academy. 	<ul style="list-style-type: none"> Continue tweaking of the curriculum has created even more opportunities to experience new things and broaden all children’s thinking. 	
<ul style="list-style-type: none"> To tackle prejudice and promote understanding in relation to people with disabilities. 	<ul style="list-style-type: none"> ASL related assemblies, PSHE sessions and workshops have continues the improvement across the academy. 	
<ul style="list-style-type: none"> To ensure that all students are given the opportunity to make a positive contribution to the life of the academy 	<ul style="list-style-type: none"> Rota Kids Club, Y1,2 and Y3 joining the School Council gives a better class council voice. New Holy Council who evaluate assemblies, help tweak RE in the curriculum, plan assemblies and monitor the Prayer Garden. Working with Trinity Road School Council by visiting each other school/academy to help improve them. 	
<ul style="list-style-type: none"> To develop all pupil groups learning behaviours beyond the classroom. 	<ul style="list-style-type: none"> Monitoring of all academy initiatives community life shows attitudes have improved further. 	
<ul style="list-style-type: none"> To develop the teaching of ‘amber assessed’ pupils across the academy to support improvements by the end of Y6. 	<ul style="list-style-type: none"> ‘Amber assessed’ pupils progress and attainment is now in line with the ‘green assessed’ pupils. 	
<ul style="list-style-type: none"> To develop induction procedure for mid-year transfers so they become ‘Kelvedon’ more quickly. 	<ul style="list-style-type: none"> New pupils understand the acadmey values and feel part of the community. 	