Alder Community High School

Equality Information, Objectives Policy and Accessibility Plan

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This policy was agreed by the Governing Body This policy supersedes all previous policies relating to this area.			
Implemented	Autumn 2025	Review date:	Autumn 2026
Statutory ☑ Non-statutory □ Required to be on school website ☑			

Revision Date	Section	Details

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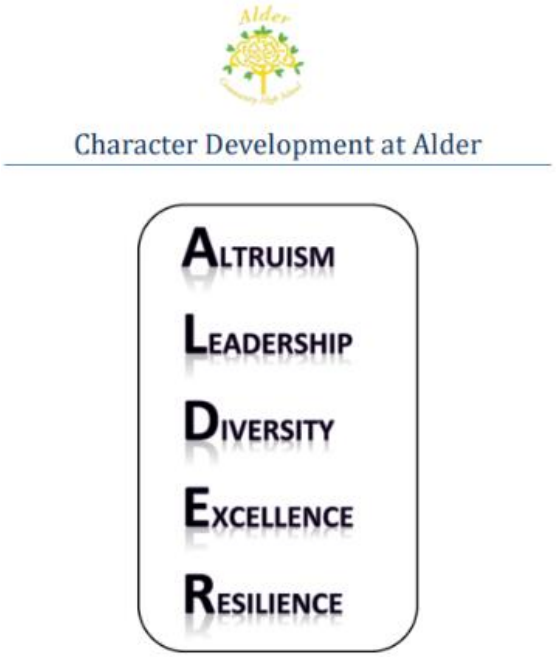
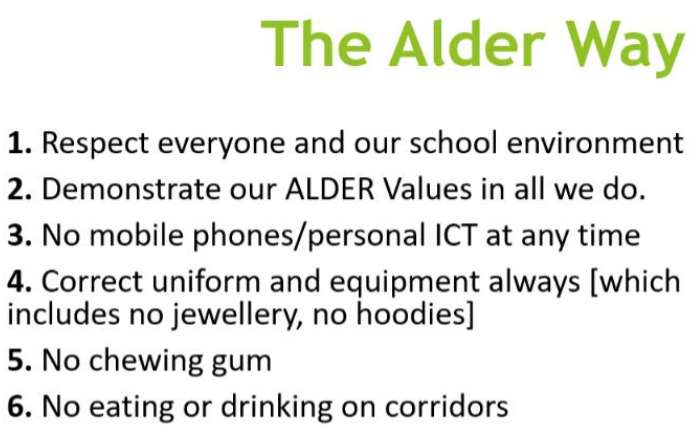
1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values and school rules (The Alder Way):





Accessibility

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of Alder Community High School to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Alder Community High School aims to treat all its students fairly and with respect, putting Diversity at the heart and centre of our ALDER values. This involves providing access and opportunities for all students without discrimination of any kind.

Alder Community High School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with students with disabilities, their families and any relevant outside agencies to remove any potential barriers to their learning experience.

Alder Community High School is active in promoting an inclusive positive environment by ensuring that every student is given equal opportunity to develop socially, to learn, and to enjoy school life. Alder Community High School continually looks for ways to improve accessibility through data collection and discussion. This policy will be implemented and adhered to by all staff members, students, parents/carers, and visitors.

The plan will be made available online on the school website, and paper copies are available upon request.

Alder Community High School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Alder Community High School supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

Equality

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Accessibility

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a

student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles and responsibilities

Equality

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout Alder Community High School, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Business Manager) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

Accessibility

All school staff are expected to have regard to this document and to work to achieve the objectives set out in section 8.

3.1. Staff members will act in accordance with Alder Community High School's Accessibility Policy, Equality Objectives and Accessibility Plan at all times.

3.2. The Headteacher, in conjunction with the Governing Board or a select committee, will create an Accessibility Plan with the intention of improving Alder Community High School's accessibility.

3.3. The Governing Board, or a select committee, will be responsible for monitoring the Accessibility Plan.

3.4. The Governing Board will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any student, parent/carer or colleague.

3.6. The Headteacher, with the support of the SENDCO and Business Manager will ensure that staff members are aware of individual students' disabilities or medical conditions where necessary.

3.7. During a new student's induction at Alder Community High School, we will establish whether the student has any disabilities or medical conditions which Alder Community High School should be aware of. (New starter admission form)

3.8. The Headteacher is responsible for ensuring consultation with relevant and reputable experts if challenging situations regarding students with disabilities are experienced.

3.9. The Headteacher, Governing Board and Senior Leadership Team (SLT) will work closely with the LA and external agencies to effectively create and implement Alder Community High School's Accessibility Plan.

3.10. The Special Educational Needs and Disabilities Coordinator (SENDCO) will work closely with the Headteacher and Governing Board to ensure that students with special educational needs and disabilities (SEND) are appropriately supported.

3.11. All staff members and governors will partake in the whole school training on equality issues with reference to the Equality Act 2010 every two years, via TES Develop online, or another media.

3.12. Designated staff members will be trained to effectively support students with medical conditions, such as understanding how to administer insulin.

4. Eliminating discrimination

Alder Community High School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training in the Equality Act as part of their induction, and all staff receive refresher training every 2 years via TES Develop or another provider.

Alder Community High School has a designated member of staff for monitoring equality issues (Business Manager). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Alder Community High School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (for example, students with disabilities, or who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a particular characteristic (for example, enabling students to access a prayer space)
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, Alder Community High School will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups, such as declines in incidents of homophobic or transphobic bullying
- Analyse further data about any issues associated with protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

Alder Community High School has Diversity central to its values and aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal development (PD) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures and information on genders. History will cover aspects of diverse cultures, not limited to British history
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute. These areas are included in personal development lessons and our curriculum

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within Alder Community High School. For example, our school council has representatives from different year groups and is made up of students from a range of backgrounds. All students are encouraged to participate in Alder Community High School's activities, such as sports and other extra-curricular clubs. We also work with parents to promote knowledge and understanding of different cultures through specific events
- We will develop links with people and groups who have specialist knowledge about protected characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Alder Community High School ensures it has due regard to equality considerations whenever significant decisions are made.

Alder Community High School always considers the impact of significant decisions on groups. For example, when a school trip or activity is being planned, Alder Community High School considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities and SEND
- Has equivalent facilities for all genders or LGBTQ+ students

Alder Community High School will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This will be recorded at the same time as the risk assessment when planning school trips and activities. The record will be completed by the member of staff organising the activity and stored electronically with the completed risk assessment and made available to the SLT.

8. Equality objectives

Objective 1

Narrowing Attainment Gaps:

Aim to reduce the gap in academic performance between different groups of students. For example, this might involve closing the gap in English and mathematics scores between socially deprived students and their peers or ensuring that students with SEND achieve in line with the national average.

Objective 2

Improving Attendance:

Addressing persistent absence and increasing overall attendance rates, especially for vulnerable groups. This involves identifying barriers to attendance and implementing strategies to support students and their families.

Objective 3

Promoting Equality of Opportunity:

Ensuring all students have access to a high-quality education, regardless of their background. This includes providing appropriate support, resources, and a curriculum that reflects the diversity of the student body.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year (2025/26). Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Objective 5

Undertake an analysis of recruitment data and trends regarding race, disability and any gender pay gap by June 2026 and report this to the Governing Board.

9. Accessibility Plan

9.1. The Accessibility Plan will be structured to complement and support Alder Community High School's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities Policy.

9.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

9.3. The Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents/carers and visitors to Alder Community High School within a given timeframe.

9.4. The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum
- To improve and maintain Alder Community High School's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to students, staff, parents/carers and visitors with disabilities.

9.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2028.

9.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

9.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

9.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

9.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

9.10. Alder Community High School will collaborate with the LA to effectively develop and implement the plan.

9.11. An access audit will be undertaken by the School Business Manager and SENDCO every year.

9.12. Alder Community High School will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

9.13. During Ofsted inspections, the inspectorate may include Alder Community High School's Accessibility Plan as part of their review.

9.14. The LA will prepare accessibility strategies based on the same principles as Alder Community High School's Accessibility Plan.

9.15. The LA will provide auxiliary aids and services where necessary to help Alder Community High School provide adequate support to students with disabilities.

10. Equal opportunities

10.1. Alder Community High School strives to ensure that all existing and potential students are given the same opportunities.

10.2. Alder Community High School is committed to developing a culture of inclusion, support and awareness.

10.3. Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported.

10.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all students equal opportunities.

10.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need.

10.6. Alder Community High School will ensure that all extracurricular activities are accessible to all students. Alder Community High School will make all reasonable adjustments to allow students with SEND to participate in all school activities.

11. Admissions

11.1. Alder Community High School will act in accordance with the Admissions Policy.

11.2. Alder Community High School will apply the same entry criteria to all students and potential students.

11.3. In the event of entry examinations, Alder Community High School will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

11.4. Alder Community High School will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at Alder Community High School.

11.5. All students, including those with SEND, will have appropriate access to all the opportunities available to any member of the school community.

11.6. Information will be obtained on future students to facilitate advanced planning.

11.7. Prospective parents/carers of students with EHCPs, and students with SEND, are invited to an additional transition meeting prior to the student starting at Alder Community High School to discuss the student's specific needs. There can be several of these depending on the needs of the child. Alder Community High School also offers a transition evening for parents/carers with students and a daytime day for students who will arrive in year 7.

12. Curriculum

12.1. Alder Community High School is committed to providing a healthy environment that enables full curriculum access, which values and includes all students regardless of their educational, physical, sensory, social, and emotional needs.

12.2. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.

12.3. Alder Community High School aims to adapt curriculum delivery to enable all students to feel secure and make progress.

12.4. The SENDCO will liaise with classroom teachers and use advice sought from outside agencies where appropriate, to allow all students to reach their full potential.

12.5. Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.

12.6. Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis.

12.7. The class teacher, in discussion with the student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

12.8. There are established procedures for the identification and support of students with SEND in place at Alder Community High School.

12.9. Detailed student information on students with SEND are given to relevant staff to aid teaching.

12.10. Specialist resources are available for students with visual impairments, such a laptops.

12.11. TAs are deployed to implement specific interventions.

13. Physical environment

13.1. Alder Community High School is committed to ensuring that all students, staff members, parents/carers and visitors have equal access to areas and facilities within Alder Community High School premises.

13.2. There are no parts of Alder Community High School to which students with disabilities have limited or no access to.

13.3. Alder Community High School has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

13.4. The two medical rooms allow for provision of intimate care.

13.5. Where entrances to Alder Community High School are not flat, a ramp is supplied for access.

13.6. Double doors are fitted throughout the corridors to allow wheelchair access.

13.7. The corridor flooring and lighting is designed to support those who are visually impaired

14. Monitoring arrangements

Equality

The Governing Board will ensure that we update the equality information we publish every year.

This document will be reviewed by the Governing Board every year.

This document will be approved by the Governing Board.

Accessibility

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENDCO ’s support.

Equality impact assessments will be undertaken as and when school policies are reviewed.

15. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Equality 1 Reduce the gap in academic performance between different groups of students					
Equality 2 Addressing persistent absence and increasing overall attendance rates, especially for vulnerable groups.					

Equality 3 Ensuring all students have access to a high-quality education, regardless of their background. This includes providing appropriate support, resources, and a curriculum that reflects the diversity of the student body.	• Curriculum audits through refined COs which are reviewed by CLs and published on the website • KO booklets are available to all pupils to support knowledge acquisition and learning • Steplab platform to support IQFT approaches and consistency in school • Alder Community High School offers an accessible curriculum for all students, planned and implemented with inclusion at the centre • Curriculum Intent documents show subject specialist planning and sequencing of curriculums • Cycles of Graduated Approach are used to inform interventions • Pupils who are identified as needing additional support have a pupil passport in place which is reviewed termly	• Inclusive Curriculum and teaching – annual curriculum audits/review of current SOLs to ensure they reflect diverse cultures, experiences, backgrounds and learning needs with staff trained in inclusive pedagogical approaches • Curriculum inclusion audit to guide subject specific next steps for CLs and curriculum areas (and to check for representation of different groups and experiences) CPD for staff (inclusive pedagogy, unconscious bias, adaptive teaching) • Student voice as part of QA of curriculum	• SLT/QE • Teachers • SENDCO • TAs		• Embedded representation across all curriculum areas • Increased understanding of the impact that diversity and representation has in the curriculum • By the end of the academic year, all CLs will evidence how their curriculum includes representation of diverse cultures, voices and experiences • Student voice will measure pupils' sense of representation and belonging in the curriculum • LWs and Book looks will evidence adaptive teaching approaches, and high expectations for all students

	• Classrooms are equipped with adaptive resources, inclusive classroom boxes and assistive technology to meet a range of needs				
Equality 4 Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year (2025/26).					
Equality 5 Undertake an analysis of recruitment data and trends regarding race, disability and any gender pay gap by June 2026 and report this to the					

Governing Board.					
Accessibility 1 Increase access to the curriculum for students with a disability	• Alder Community High School offers an accessible curriculum for all students, planned and implemented with SEND at the centre • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Classroom resources are adapted at design stage for all • Assess, Plan, Do, Review is embedded as Normal Way of Working • Curriculum progress is tracked for all students, including those with a disability • The curriculum is reviewed to make sure it meets the needs of all students	• Curriculum Overviews, Schemes of Learning and Knowledge Organisers to be adopted and reviewed • To review curriculum as an ongoing process • Teachers to liaise with SEND team	• Teachers • SENDCO • TAs	Ongoing	• Increased curriculum access at point of design • Progress in line with plans

	• Targets are set effectively and are appropriate for students with additional needs • Explicit instructions are used • Include content that reflects and stretches diversity and inclusion				
Accessibility 2 Improve and maintain access to the physical environment The physical environment is accessible for all Barrier free environment	The environment is adapted to the needs of students as required. This includes: • Ramps • Signage to all departments on buff backgrounds and at fire evacuation assembly point • Stairs have contrasting colour visibility strips (internal and external areas) • An elevator • Corridor width allows entry to wheelchair users • Visually impairment friendly signage to show room numbers and teacher names • Disabled parking bays • Disabled toilets and changing facilities	• Additional height adjustable tables are being purchased annually as the budget allows with the aim of there being one in each department as a minimum. • Top and bottom stair to have high visibility strip installed throughout school • Tactile floor and wall markers to be installed • High visibility strips on fire doors • Classroom checks to continue	• Business Manager • SLT	• Ongoing, with first table by 1st September 2025. • High vis strips, tactile wall and floors by 1st September 2025	• All departments have a height adjustable table available. • High vis strips are installed

	• Most library shelves at wheelchair-accessible height. A library assistant is always available to assist. • Food technology room has an accessible oven and height-adjustable desk • Inclusive classroom checks are undertaken to support accessibility				
Accessibility 3 Improve the delivery of information to students with a disability Students and stakeholders can access information in a format that suits their needs External communications are adapted as default	Alder Community High School uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Assistive technology	• Induction loops to be considered • Audiebant communication system installed • Students and stakeholders can access information in a format that suits their needs • External communications are adapted as default • Widget software to be explored	Business Manager	January 2026	Improved engagement with stakeholders
