GLADE School
Accessibility and Equality Policy

Document Ref:	Version No:	Summary of Changes:	Author:	Release Date:	Approved By:
SC27	1	2016 / 2017 Review	Gareth Webb	November 2016	
SC27	2	2017 / 2018 Review	Gareth Webb	November 2017	QSGC
SC27	3	2018/2019 Review	Laura Willis	October 2018	QSGC
SC27	4	Updated Chief Operation Officer details	Laura Willis	November 2018	QSGC
SC27	5	2019/2020	Laura Willis	November 2019	QSGC
SC27	6	2020 / 2021 Review	Laura Rowe	November 2020	QSGC
SC27	7	2021 / 2022 Review	Laura Rowe	October 2021	QSGC
SC27	8	Changes to review date to every 3 years 2021-2024	Laura Rowe	October 2022	PSC
GSC27	9	GLADE School review	Laura Rowe	July 23	PSC
GSC27	10	Additional information added to include Eastleigh Site Appendix B	Laura Rowe	Feb 2025	PSC
GSC27	11	GLADE School Review	Emma Moore	March 2026	PSC

Review Date: March 2029 (every 3 years)
Contributors: Emma Moore

Contents

1 Introduction 4

2 Key Objectives 4

3 Principles 4

4 Activity 5

5 Equality 5

6 Associated Documentation & Legislation 7

Appendix A – Fair Ways School Accessibility Plan (Equality Plan) 2021 onwards 8

Appendix B - Fair Ways School Accessibility Plan (Equality Plan) 9

Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within Fair Ways to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Introduction

1.1 This plan is drawn up in accordance with the planning duty in the Equality Act 2010.

1.2 Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities."

2 Key Objectives

2.1 To reduce and eliminate barriers to the curriculum and for full participation in education for students and prospective students with a disability.

3 Principles

3.1 Compliance with the equality act is consistent with the education department's aims and equal opportunities policy and the operation of the SEN policy.

3.2 GLADE School recognises its duty under the Equality Act:

- Not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan. (Refer Accessibility Plans Appendix A & B)

3.3 In performing their duties, staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2006):

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

- GLADE School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles, which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges
  - Responding to students' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of students

4 Activity

[This section outlines the main activities which GLADE School undertakes, and is planning to undertake, to achieve the key objective (above).]

4.1 **Education and related activities**

GLADE School follows the National Curriculum and will continue to seek and follow the advice of LEA services, such as, educational psychologists and SEN inspectors / advisers, social workers and if appropriate health professionals from the local NHS Trust. GLADE School also uses advice from Fair Ways Therapeutic Hub to guide pastoral support.

4.2 **Physical environment**

GLADE School will take account of the needs of the students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

4.3 **Provision of information**

GLADE School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

5 Equality

1.1 GLADE School is an inclusive education provider that caters for students with an EHCP outlining a number of learning needs. The school educates students with ASC needs and delivers 1:1 education with a tailored timetable to support the needs of the young person. The schools adopt a therapeutic culture whereby all students in the school community are of equal worth no matter what their complex needs or starting points. The school believes that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships amongst our students who have, in the past, been disadvantaged within education and society.

5.2 Our approach to equality is based on the following 7 key principles as well as the aims of the schools:

- All students are of equal value regardless of their disability, ethnicity, culture, national origin, gender, gender identity, religion or faith and sexual orientation.

- We recognise, respect and value difference and understand that diversity is a strength - we constantly take account of differences and strive to remove barriers to students learning.

- We foster positive relationships and attitudes – we actively promote positive attitudes and mutual respect within the school and the community.

- We foster a shared sense of cohesion and belonging – we want all students within the school community to feel a sense of belonging and be able to participate fully in school life.

- We observe good equalities practice for staff – we ensure policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and continued professional development.

- We have high expectations of all our students with an expectation for them to make good progress no matter their starting points and achieve their potential.

- We work to raise standards for all students including the most vulnerable – we believe in improving the education for students with special educational needs and preparing them for independence.

5.3 Although this policy is the key document for information about our approach to equalities in line with the public sector equality duty, we ensure that information about our responsibilities under the Equality Act 2010 are included in our school evaluation, school development plan and school prospectus.

5.4 We also use the following documents to support Equality:

- Support Behaviours of Concern [DOC REF SC08]
- Anti-bullying policy [DOC REF SC05]
- Admissions policy [DOC REF SC02]
- Exclusion policy [DOC REF SC17]
- Child Protection and Safeguarding policy [DOC REF SC25]
- Health and Medication policy [DOC REF SC20]
- Complaints policy [DOC REF SC09]
- Exam Disability policy [DOC REF SC08]

5.5 The Equality Act 2010 also applies to GLADE School in their role as employers and the way we comply with this is found in the Fair Ways Company Policies and Procedures.

5.6 What are we doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions in the way we provide education to our students and the way we provide access to facilities and services.

- The Headteacher and the Recruitment Manager ensure that all appointment panels give due regard to this policy and the company's policy and procedures when it comes to employment, promotion and training opportunities.

- We take seriously the need to consider the equality implications when we develop, adapt or review policy.

- We actively promote equality and diversity through the curriculum and by creating a school environment that respects all.

- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourable on the grounds of sex, race, disability, religion or sexual orientation.

5.7 **Behaviour, Exclusions and Attendance**

5.7.1 GLADE School's policy on behaviour – rewards and exclusions – takes full account of the duties of the Equality Act 2010. We make reasonable, appropriate and flexible adjustment for all of our students with special educational needs. We closely monitor data on exclusions and absence from the schools and take action promptly to address concerns.

5.7.2 All the schools challenge all forms of prejudice and prejudice-based bullying.

6 Associated Documentation & Legislation

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- DRC Code of Practice (2002):
- Equality Act 2010
- Supporting Behaviours of Concern [DOC REF SC08]
- Anti-bullying policy [DOC REF SC05]
- Admissions policy [DOC REF SC02]
- Exclusion policy [DOC REF SC17]
- Child Protection and Safeguarding policy [DOC REF SC25]
- Health and Medication policy [DOC REF SC20]
- Complaints policy [DOC REF SC09]
- Exam Disability policy [DOC REF SC08]

Appendix A – GLADE School Accessibility Plan (Equality Plan) 2021 onwards

Date of Plan: February 2025

Date of Review: March 2026

Member of staff responsible: Emma Moore

This plan was drawn up by: Laura Rowe

The following were consulted on the draft plan:

- Management team date: February 2025
- Operations Director date: February 2025

The plan is also available in the following formats, on request to [Head teacher]: (e.g. e-mail, enlarged print version etc.)

Appendix B – GLADE School Accessibility Plan (Equality Plan)

2017 onwards - Improving the Physical Access of the School

An Access Audit was carried out in the autumn term 2017 and a number of recommendations made:

(Totton Site)

Item	Activity	Timescale
Access to garden & Portacabins	**Provide ramp access from corridor to garden and into the Portacabins**	**When the need arises**
Admin and Meeting room stairs	**To access the staff area upstairs would be impossible for disabled staff. Separate provision to be made available downstairs.**	**When the need arises**

GLADE School – Totton Site already have the following in place:

Accessible car parking
Ramp Access to the Main entrance
Accessible toilets
All students can access a classroom on ground floor level

(Eastleigh Site)

Item	Activity	Timescale
Access to front door	**Provide ramp access into the front door**	**When the need arises**
Classrooms & Kitchen Upstairs	**To access the staff area upstairs would be impossible for disabled staff. Separate provision to be made available downstairs.**	**When the need arises**

GLADE School – Eastleigh Site already have the following in place:

Accessible car parking
Ramp Access to the Main entrance
Accessible toilets
All students can access a classroom on ground floor level

Fair Ways School Accessibility Plan (Equality Plan) 2017 onwards

Improving the Curriculum Access at the School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	**Undertake an audit of staff training requirements**	**All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum**	**On-going**	**Increase in access to the School Curriculum**
All out-of-school activities are planned to ensure that participation of the whole range of students	**Review all out-of-school provision to ensure compliance with legislation**	**All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements**	**On-going**	**Increase in access to all school activities for all students**
Classrooms are optimally organised to promote the participation and independence of all students	**Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases**	**Lessons start on time without the need to make adjustments to accommodate the needs of individual students**	**On-going**	**Increase in access to the School Curriculum**

Fair Ways School Accessibility Plan (Equality Plan) 2021 onwards

Improving the Delivery of Written Information at the School

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	**The school will make itself aware of the services available through the LA for converting written information into alternative formats**	**The school will be able to provide written information in different formats when required for individual purposes**	**On-going**	**Delivery of information to disabled students improved**
Make available school brochures, school newsletters and other information for parents in alternative formats	**Review all current school publications and promote the availability in different formats for those that require it**	**All school information available for all**	**On-going**	**Delivery of school information to parents and the local community improved**
Raise the awareness of adults working at and for the school on the importance of good communication systems	**Arrange training courses**	**Awareness of target group raised**	**On-going**	**School is more effective in meeting the needs of students**