

# Newland House School



## **Equal opportunities and disability access policy**

**This Policy applies to all parts of the School including the Early  
Years Foundation Stage**

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<b>Updated by:</b>	<b>Senior Leadership Team</b>
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	<b>Governing body</b>

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## **Part A – Equal opportunities**

### **1. Rationale**

- 1.1 Newland House School operates a policy of equal opportunities for all and stands against any form of discrimination on the grounds of gender, religion, age, culture, ethnic group, sexual orientation, language or disability, marital status, pregnancy and maternity as outlined in the Equality Act (2010). These grounds are known as protected characteristics under the Act. This applies to all pupils, including those within the Early Years Foundation Stage (EYFS) setting, parents and members of staff, contractors and governors.

### **2. Code of conduct**

- 2.1 At Newland House School, our key objective is the removal of any form of direct or indirect discrimination by providing an environment in which:

- All recruitment, employment, promotion and development systems are fair to all and provide opportunities for everyone to achieve
- Harassment in all forms is unlawful and unacceptable
- Positive images and role models are promoted to avoid prejudice
- Stereotyping and prejudice are challenged whenever they occur
- Tolerance of each other and respect for each other's position within the school community is promoted
- Staff meetings and Senior Leadership Team (SLT) meetings discuss, review, monitor and evaluate the effectiveness of inclusion practices which enable all pupils, parents and staff to access and enjoy school life
- The cultural diversity of our community is celebrated
- All pupils have equal access to the full range of educational opportunities provided by the school
- Appropriate provision or exemption is made, where feasible, for pupils with special dietary or religious observance requirements or needs because of their religious or cultural background
- We have a culture that ensures that all pupils, including those who are disabled or have special educational needs, and pupils with English as a second language are included, valued and supported

- We undertake to work with the school community, parents and other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously, and action is taken to prevent any repetition.
- 2.2 Staff who demonstrate discrimination of any sort towards colleagues, pupils, visitors or any of the school community will be subject to a disciplinary investigation and appropriate penalties will be imposed.

### **3. Aims**

#### **3.1 Newland House Schools seeks to:**

- promote equal opportunity and fair treatment for all thereby, allowing all pupils and staff to achieve the level of success and self-respect to which they are entitled
- Use only positive images of the protected characteristics in its publications, on its website and in lessons
- Instil in pupils a respect for others regardless of their gender, background, sexual orientation, ability and religion or faith
- Establish an environment in which the School becomes effective in reducing prejudice and raising self-esteem
- Provide a safe and welcoming environment in which all sexist and racist assumptions, attitudes and behaviours are continually challenged
- Ensure that teachers by careful use of language and choice of resources avoid reinforcing stereotypical views
- Prepare pupils for living in a complex multicultural society
- Provide a curriculum, which emphasises the positive aspects of all cultures and of cultural diversity in any society.

### **4. Teaching and learning**

- 4.1 At Newland House School, we believe that every pupil should have the opportunity to achieve the highest possible standards and ensure that all children have equality of access to learning. This includes More Able pupils and those with Special Educational Needs or Disabilities (SEND).
- 4.2 The curriculum we offer encourages pupils to develop positive attitudes about themselves, as well as people who are different from themselves. It encourages them to empathise with others and develop skills of critical thinking. We recognise that children have different learning styles and make appropriate provision within the

curriculum to ensure that each child receives the widest possible opportunity to develop their skills and ability and that the opportunity to play certain roles within activities are shared fairly and equitably among the group.

4.3 To promote these aims, the School will:

- Address equal opportunities matters through assemblies, using pupil presentations wherever possible, PSHE and across the curriculum
- Wherever and whenever possible in the curriculum, educate pupils about the importance of equal opportunities, and about other people, their cultures, religions and traditions
- Through the actions of staff, foster the climate for recognition of the validity of other cultures and backgrounds
- Support all new pupils from overseas backgrounds through the system of pastoral support to ensure they feel part of the whole school community
- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately and involving other agencies as needed
- Ensure that Programmes of Study reflect the interests and experiences of both boys and girls, and of those from differing backgrounds
- Choose resources, which portray a view as seen from different cultural and gender perspectives, thereby communicating how it feels to be part of a different group
- Challenge any notion that some subjects or career paths are purely masculine or feminine
- Ensure as far as possible that all activities and facilities are open to both boys or girls and encourage each group to view their contributions as having equal value
- Ensure that group-work is used to increase opportunities for co-operation and understanding between different groups
- Set exercises and examples in familiar contexts to which all pupils can relate
- Value equally the experiences of either gender or other backgrounds.

## **Part B - Disability access**

### **5. Definition of disability**

- 5.1 A person is defined as having a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activity (Equality Act 2010).
- 5.2 It is the overall aim of Newland House School, to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our legal and moral responsibilities.

### **6. Access to school**

- 6.1 Newland House School was founded in 1897 and is mainly located in three converted Victorian houses; as such our physical facilities for persons with disabilities are limited. We will however make every reasonable adjustment to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.
- 6.2 In the Prep and Nursery, access between each floor is by stairwell only. The school has previously investigated the feasibility of installing a lift in the Prep building and was advised that was not possible within the building's present structure. A stair lift may be considered (*see Accessibility Plan*).
- 6.3 There is a lift in the Pre-Prep building.

### **7. Admissions**

- 7.1 The school will accept pupils with disabilities, providing we can provide the right environment for both their academic and pastoral development. Please see ***Admissions policy*** for further information.
- 7.2 The school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

## **8. Existing pupils**

- 8.1 Newland House School recognises that medical and psychological conditions can develop in existing pupils, which may require adjustments to be made to the way in which the curriculum is delivered.
- 8.2 Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer-term requirements may be determined. The school will endeavour, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

## **9. Special Educational Needs and/or Disabilities (SEND) Provision**

- 9.1 Newland House School shall do all that is reasonably possible to identify and deal appropriately with children who have Special Educational Needs and or Disabilities (SEND). The school employs a full time Head of Learning Support with responsibility for the entire school supported by a SEND Coordinator in the Pre-Prep. They will advise parents/guardians as to how the school can help and additional further action that should be taken. The appropriate steps will be taken to ensure that the lessons are organised in ways which offer the best possible opportunities for full participation by disabled pupils. Please see **SEND policies** for further information.
- 9.2 Requests for special arrangements regarding examinations or assessment procedures must be supported by medical or other evidence and it is the parents' responsibility to make this information available to the school.
- 9.3 We aim to ensure that disabled pupils have equal access to all facilities, for example the provision of information in large print, the use of laptops/tablets and examinations and similar key events conducted on the ground floor.
- 9.4 The curriculum we offer encourages the pupils to develop positive attitudes about themselves, as well as people who are different from themselves. It encourages them to empathise with others and develop the skills of critical thinking. We recognise that children have different learning styles and make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities and that the opportunity to play certain roles within activities are shared fairly and equitably among the group.

## **10. Withdrawal of a pupil**

- 10.1 If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Head that the school cannot provide

adequately for the pupil's disability or special educational needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

## **11. Staff**

### **Prospective staff**

- 11.1 Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

### **Existing staff**

- 11.2 The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.
- 11.3 Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the HR and Compliance Manager will meet with that member of staff and their line manager to discuss any challenges associated with the condition. They will consider interim measures that can be put in place to support the staff member, and determine any longer-term requirements.
- 11.4 The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.
- 11.5 Once a medical condition has been disclosed, the staff member should have regular reviews with their manager to ensure that any adjustments remain appropriate. The frequency of reviews will depend on the condition.
- 11.6 Any changes to a medical condition should be disclosed, in confidence, as soon as possible especially if there is a change to the support required.
- 11.7 In the interests of health and safety staff must also disclose any allergies or medical conditions that may be important to be aware of in an emergency, for example a severe allergy to nuts which could result in anaphylaxis shock and require an autoinjector.
- 11.8 Staff must also disclose any medication that they take which may affect their ability to do their role. If staff need medication in the working day, this must be kept securely away from children.



## **12. Reasonable adjustments**

12.1 The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil/staff member. Such adjustments may include (but are not limited to):

- Installing low gradient ramps for easy access on the ground floor
- Allocating a classroom or office on the ground floor
- Specialist seating or any other relevant classroom resources or equipment.
- Additional ergonomic equipment for work on computers such as wrist rests, footrests etc.
- Flexible working (please see ***Flexible working policy***)
- Temporary change of role.

12.2 In defining what is reasonable, the school shall consider:

- The cost and feasibility of making specific alterations to the school premises
- Implications on financial resources and the likelihood of any external funding being available to offset this
- Staffing requirements
- Health and safety considerations
- The interests of pupils, staff and visitors.
- Government guidelines and legislation.

## **13. Monitoring and information**

13.1 All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).

13.2 All staff and pupils should recognise the importance of a whole-school approach in monitoring and implementing the Newland House School policy on Equal Opportunities. Monitoring of this policy is ultimately the responsibility of the Head and Senior Leadership Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

13.3 Equality data is not currently monitored for staff but will be introduced to help ensure that there are fair processes in place to attract and retain a diverse group of staff.

13.4 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.