



Equality Objectives

Review 2017- 2018

Objective One

With regard the Equality Act 2010 Code of Practice for Services, public functions and associations to meet and exceed the duty to make reasonable adjustments for disabled people

In particular, to continue to consider that:

- Disabled people are a diverse group with different requirements – for example, visually impaired people who use guide dogs will be prevented from using services with a ‘no dogs’ policy, whereas visually impaired people who use white canes will not be affected by this policy. The duty will still be owed to members of both groups.¹
- Once a service provider has become aware of the requirements of a particular disabled person who uses or seeks to use its services, it might then be reasonable for the service provider to take a particular step to meet these requirements. This is especially so where a disabled person has pointed out the difficulty that they face in accessing services, or has suggested a reasonable solution to that difficulty.²
- The duty to make reasonable adjustments is a continuing duty. Service providers should keep the duty and the ways they are meeting the duty under regular review in light of their experience with disabled people wishing to access their services. In this respect it is an evolving duty, and not something that needs simply to be considered once only, and then forgotten. What was originally a reasonable step to take might no longer be sufficient, and the provision of further or different adjustments might then have to be considered.³

Action

To forge partnerships with the population of parents and carers that access the school to demonstrate meeting and wherever possible exceeding the points from the code of practice.

Success criteria

Diversity within the population of parents and carers, including those sharing the same aspect and type of protected characteristic is recognised and accommodated.

Evidence

Following a parents’ update meeting the School facilitated access for first language British Sign Language users by booking a British Sign Language/English Interpreter at all meetings. Some first language BSL using parents requested better adjustments namely notes in plain simplified English and a BSL translation of the notes. Stricter site security and safeguarding concerns resulted in a controlled access system. Whilst some legitimate visitors to the campus were aware access had been granted others were not due to the voice medium used. Following this the school installed a visual “traffic light” system to alert Deaf users access was granted. Further comments resulted in plans for a two-way visual medium to allow real time conversations between visitors and reception.

Objective Two

To comply with SENDA legislation (as amended) to convert all SEN statements for all children at the School to comprehensive Education and Health Care Plans.

Action

¹ Equality Act 2010 Statutory Code of Practice Services functions and associations, Available at: <https://www.equalityhumanrights.com/en/publication-download/services-public-functions-and-associations-statutory-code-practice> pp 95 - 96 [Accessed 03 May 2016]

² Ibid above

³ Ibid above

To utilise current expertise, allocate resources and investigate new allowances for temporary/fixed term TLR payments within the School Teachers Pay and Conditions Document

Success Criteria

Comprehensive long term planning to convert all ECHPs is in place and involves a range of professionals to ensure a comprehensive plan is in place for all children and young people. Local Authorities and wider stakeholders participate in the conversions and they are fit for purpose.

Evidence

A complex SENCO qualified Teacher of the Deaf has ring-fenced time and a TLR 1 "project work" allowance to lead the conversions. There is a long term timetable established to ensure SEN to ECHP conversions take place for all pupils. Utilising traditional SEN annual review meetings, a number of professionals have attended conversion meetings and contributed to the plan.

Case Study

Child S has complex special educational needs and is from a deprived socio-economic background, presents with mental health difficulties frequently dis-engaging with teaching due to social and emotional barriers. Child S is also a Child in Need.

An annual review meeting was assigned to an EHCP conversion. Social Care, assigned CAMHS worker, Complex SENCO, Teacher of the Deaf and Local Authority representatives attended the meeting and a proposed EHCP circulated.

Objective Three

To ensure the language preferences and variety of language and communication children and young people experience at home and at school are valued and where appropriate incorporated into approaches to care and teaching and learning

Action

To initiate an expert interdisciplinary working group to audit, collate and analyse the communication and language experiences of the population of children and young people at the School. From this group, to draw up a communication policy which meets the needs of all children and young people, to embed this policy into everyday practice at the School.

Success Criteria

Appropriate expertise is sourced and adequate resource afforded the group. A communication policy is agreed, all staff understand the policy and observations confirm it is embedded in everyday practice.

Evidence

Working group established in Summer term. Professionals include Highly Specialist Primary and Secondary Speech and Language Therapists, Teachers of the Deaf, Literacy Lead, Deputy Head Achievement and Audiologist.

Objectives 2018-2019

Objective 1

Recognise that all learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, their gender and gender identity, religious or non-religious affiliation or faith background and sexual orientation.

Why we have chosen this objective

- To develop knowledge and understanding among young people and education staff of the diversity of cultures and languages, and the value of this diversity
- To help young people to acquire basic life skills and competences for their personal development and for future employment

To achieve this objective, we plan to

- RSDD involvement in Anti HBT Bullying project
- Develop exchange trips with a European School for the Deaf.
- Continue to develop awareness of LGBT+ across the curriculum, assemblies and workshops as part of the general calendar

- Support for transgender pupil and staff
- Track through use of Gridmaker
- Review progress through the use of the school monitoring system
- Welcome visitors from a range of areas to school to discuss issues

Progress we are making towards this objective

- A group travelled to Paris July 2017 and to Germany April 2018
- The group made a video blog of their trip highlighting the diversity encountered and celebrating differences.
- LGBT+ workshops and assemblies have taken place with visitors from Derby Pride
- Regular input from police officers and deaf culture community groups.
- Displays around school celebrated all genders, sexual orientation and cultures.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2019, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- To enable RSDD with a range of disabilities to access work and training at RSDD.

To achieve this objective, we plan to:

- RSDD actively uses Access to Work, a scheme designed to help employers and disabled people, current or potential employees, make sure disabled people have the same opportunities in the workplace as their non-disabled peers.

Progress we are making towards this objective:

- Awareness of the Access to work scheme is part of the induction process for all newcomers to the School, disabled or non-disabled.
- RSDD currently has the highest number of deaf employees in the East Midlands.
- RSDD's Governing Board is made up of different genders, disabilities and ethnic minorities

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by July 2019. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

- To ensure that RSDD's recruitment, selection and assessment processes deter, reject and help identify people who might abuse children and young people or are otherwise unsuitable to work with children and young people.
- To ensure all those employed at RSDD are the best qualified and experienced to work with children and young people
- To ensure all those employed at RSDD share the ethos, values, ways of working and aspirations for its pupils and the communities it serves
- To meet the requirements of the safeguarding agenda and legislative framework to protect children and young people and employers within the establishment
- To meet government recommendations for appropriate training especially for safe staff recruitment, selection and assessment

To achieve this objective, we plan to:

- Ensure that all staff involved in the recruitment process are suitably qualified and experienced

Progress we are making towards this objective:

- RSDD's selection and assessment process includes a range of assessment tools which are not biased towards specific language use or non-disabled models for example, all applicants are invited to work sample. We include work sampling in the recruitment process for example, to prepare and deliver a lesson, to spend time in the role applied for to enable an assessment based on what potential newcomers can do, their abilities rather than their disabilities

Objective 4

Increase the extent to which disabled pupils can participate in the school curriculum and ensure the language preferences and variety of language and communication children and young people

experience at home and at school are valued and where appropriate incorporated into approaches to care and teaching and learning

Why we have chosen this objective:

Due to the changing population of children and young people at RSDD, it is important to ensure that all children can access teaching and learning.

To achieve this objective, we plan to:

The views of children and young people are actively sought through a range of formal and informal forums and a comprehensive audit of need has taken place and forms the basis of actions and interventions which is revisited annually.

Progress we are making towards this objective:

- Provision of an in-house educational audiologist and audiology assistant to devise, in collaboration with the highly specialised speech and language therapists, communication profiles together with individual support for teachers and education assistants and care staff in using aids to hearing
- Training from the cochlear implant team in working with learners with cochlear implants
- Deaf/hearing balance of staff in classroom and residential settings
- Provision of positive first language BSL users and staff with cochlear implants to learners identified in recruitment, selection and assessment
- School timetable (break times and class changeovers) visual alarm and frequency to enable non-profoundly deaf learners to respond
- Visual fire alarms, door and telephone alerters, vibrating pillows upon request
- Provision of Wi-Fi for mobile telephones in residential houses and throughout the school
- The attainment and progress of children and young people is comprehensively tracked and analysed for different groups socio-economic backgrounds for example, the progress and attainment of children and young people entitled to free school meals
- RSDD works in close partnership with CAMHS specialists to support children and young people with mental health issues. The CAMHS team provide continuing professional development activities for staff to foster understanding and inform strategies for children and young people to access the curriculum.
- Art Therapists give children and young people additional support from mental health professionals who use BSL as a first language. Pupils can access drop-in sessions and access group sessions arranged at specific times of the year for example, before examinations.
- Resources made available for positive behaviour support assistants to work in close liaison with the instructors to effect long term positive behaviour change.
- We negotiate dual placements and packages to meet the needs of pupils for example, for children and young people who wish to study topics or curriculum that RSDD cannot provide e.g. animal care

Monitoring arrangements

RSDD Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by Finance and Resource Committee and the Full Governing Body