Russet House School

Equality Information and Objectives Statement and Accessibility Plan

Equality Statement

Russet House School treats all stakeholders, including pupils, staff, parents, governors and other members of the school community equally and with respect.

We are committed to ensuring equality of opportunity for all pupils, staff, parents, governors and other members of the school community irrespective of race, gender, disability, religion, belief, sexual orientation, gender reassignment, age, pregnancy, maternity or socio-economic background. We aim to maintain our culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination through the positive promotion of equality and by creating an environment which champions respect for all.

Equality Act 2010
Russet House School is committed to ensuring that it meets the requirements of the Equality Act 2010, which came into effect in April 2011, and which is designed to protect individuals from discrimination, and the DfE guidance, May 2014. In accordance with the legislation Russet House is committed to promoting equality for all people in every aspect of our work, including in the formulation of policy and practices which positively promote disability, and in carrying out our Public Sector Equality Duty. This includes:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic (race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment) and those who do not share it.

Russet House Ethos
The ethos of Russet House is that we are an inclusive and supportive community which celebrates strengths and differences, and which supports autistic children and adults, and their families, so that they achieve their full potential.

At Russet House we are committed to providing an inclusive environment for all stakeholders and increasing access to the school's facilities for all by:

- Increasing the extent to which all pupils can participate in the curriculum and the life of the school
- Improving the physical environment of the school to maximise accessibility for all, where it is practical to do so
- Improving the delivery of information to all stakeholders
- Promoting positive attitudes to all
- Promoting equal opportunities for all
- Not discriminating in admissions or provision of education and associated services
- Ensuring that no pupil, parent, staff member or other stakeholder is treated less favourably than any other person
- Taking reasonable steps to avoid putting any stakeholder at a disadvantage

Implementation in line with Equality Duty
This table details how Russet House is currently complying with the Equality Duty:

	How does Russet House currently eliminate discrimination, promote equality and further peoples knowledge and understanding of differences?
Race	Adhering to our Equality Statement Monitor and report any racial incidents to the Headteacher who in turn reports to Governors Explore race within the curriculum where appropriate for the pupils Diverse assemblies

	Non-discriminatory job descriptions/roles/ expectations for staff, volunteers, pupils, governors and visitors Multicultural displays around school Multicultural celebrations throughout the curriculum and in class lessons Standard admissions process for all pupils in place Standard recruitment process in place Translators and interpreters provided as necessary for Annual Reviews of Education, Health and Care Plans Communication and visual aids in place for pupils
Disability	All existing school policies are compiled to reflect the needs of our pupils (specifically autistic pupils with additional learning needs) Maintain good links with parents and develop parental engagement opportunities Maintain good links with multi-agency professionals Diverse assemblies Review and monitor pupils' progress Purchase specialist resources and aids Non-discriminatory job descriptions/ roles, expectations for staff, volunteers, pupils, governors and visitors Encourage pupils to participate in internal and external competitions and events. Therapy professionals engaged to support specific needs Communication and visual aids used to support communication on all levels Standard admission process for pupils Standard recruitment process for staff Accessible environment with level access, on-site parking, acoustic treatment in halls, signage, symbols, low stimulation LED lighting. Parent Support Adviser in place to support parents with administrative processes as required
Sex / Gender	Non-discriminatory job descriptions/ roles/ expectations for staff, volunteers, pupils, governors and visitors Adhering to our Equality Statement Standard admission process for pupils Standard recruitment process for staff
Age	Non-discriminatory job descriptions/ roles/ expectations for staff, volunteers, pupils, governors and visitors Adhering to our Equality Statement Standard admission process for pupils Standard recruitment process for staff
Religion and beliefs	Non-discriminatory job descriptions/ roles/ expectations for staff, volunteers, pupils, governors and visitors Adhering to our Equality Statement Diverse assemblies Exploring religion within the curriculum Multi-faith displays around school Multi-faith celebrations and educational visits
Sexual orientation	Non-discriminatory job descriptions/ roles/ expectations for staff, volunteers, pupils, governors and visitors Adhering to our Equality Statement Standard admission process for pupils Standard recruitment process for staff
Pregnancy and Maternity	Adhering to our Equality Statement Following the policy in place for expectant mothers Risk assessments carried out for specific staff and reasonable adjustments made where possible. Regular review meetings with expectant mothers Paternity leave and shared leave in operation Keep in Touch days for those on maternity or paternity leave
Gender re-assignment	Non-discriminatory job descriptions/ roles/ expectations for staff, volunteers, pupils, governors and visitors Adhering to our Equality Statement Standard admission process for pupils Standard recruitment process for staff

Accessibility Plan
This plan identifies the school's developments with respect to the three areas of curriculum, environment and availability of information, and how Russet House School will continue to ensure it promotes equality.

Curriculum
The school's curriculum is specific to the effective education of autistic pupils. The curriculum is individualised to the needs of the individual pupil in order that his/ her learning is maximised; this includes adaptations to the timetable; small group, whole class and individual teaching and learning; use of differentiated resources and communication aids.

Environment
Russet House School is purpose built to accommodate pupils between the ages of 3 and 11 years who have autism. Some pupils present behaviours which challenge. Most of the building is located on the ground floor – the only exception being the staff room and staff work area. There is additional security in all areas of the building to ensure that all pupils are safe and secure – this includes double handles, fobbed access and digi-locks.
There are currently no staff members or pupils with restricted mobility. Reasonable adjustments would be made to accommodate pupils or staff with restricted mobility whilst recognising that any alterations to the building would need to be carefully considered to ensure the security and safety needs of the pupils are maintained.

Access for visitors and parents with restricted mobility would be managed by identifying rooms with full access (for wheelchairs etc.).

Availability of Accessible Information
As autistic pupils experience differences in the way in which they communicate including their understanding and expressive communication, information is provided in a variety of forms across Russet House School. These include the use of objects of reference, photos, symbols, Makaton signing, written communication alongside verbal communication.

Ongoing Development Plan
Aim 1: To ensure all pupils can participate in the school curriculum.

Targets	**Timescale**	**Success Criteria**
To liaise with pre-school providers and previous schools to prepare for the new intake of children each year and ensure they are fully able to access the curriculum	Summer term	All pupils are well planned and catered for within the school
To review policies to ensure that they continue to reflect inclusive practice and procedure	ongoing	All policies clearly reflect inclusive practice and procedure
To continue to establish and maintain close liaison with parents in order to ensure collaboration and information sharing between school and families	ongoing	Clear collaborative working approaches
To maintain close liaison with outside agencies for pupils with additional needs beyond those which are met within school	ongoing	Effective collaborative working

Aim 2: To ensure all pupils can access education at the school (the environment)

Targets	**Timescale**	**Success Criteria**
Improve the physical school environment taking in to account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for individual pupils including the creation of personalised risk assessments as needed. Liaise with external agencies, identifying training needs and	ongoing	All policies clearly reflect inclusive

implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.		practice and procedure

Aim 3: To improve the delivery of information to pupils, staff, parents and other members of the school community

Targets	**Timescale**	**Success Criteria**
To continue to enable improved access to information for pupils, parents and visitors including making improvements to the school website so that it includes improved accessibility (large font, differing background)	ongoing	evidence that considerations have been made including to school website improvements
To ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

Management, coordination and implementation

The Equality Statement and Accessibility Plan will be reviewed annually by the Governing Body.

Availability of Statement and Plan

The school's Equality Statement and Accessibility Plan are available on the school's website, and on request.