

Equality Objectives and Accessibility Plan

The Equality Act 2010 created a Public Sector Equality Duty which has three aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- to advance equality of opportunity between people who share a protected characteristic and those who do not
- to foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups identified in the Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation). We have also taken account of, communication with staff, students, parents and other members of the local community.

The Act also requires schools to have an accessibility plan.

The purpose of the accessibility plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information and access to disabled students and parents

An individual is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. According to the Special Educational Needs and Disability (SEND) Code of Practice,

- Long-term means a year or more
- Substantial means 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 to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Listed below are the School's Equality Objectives and Accessibility Plan targets.

Equality Objectives 2022-2026

Objective 1: To continue supporting students from disadvantaged backgrounds to apply to Parkstone Grammar School

At Parkstone we believe that education is a means of raising aspirations and developing opportunities for all regardless of prior experience. We will continue to promote the school to parents and students who may not automatically consider it to be an option, at the appropriate stage of their education. We will also work with our local feeder schools in Key Stage 2 and 4 to promote the opportunities that we can provide.

Objective 2: To explicitly increase contributions to the curriculum from Black, Asian and other minority cultures.

We feel that a curriculum that includes breadth of experience is important for all students to understand their place in the world. Britain is a multicultural nation and we feel that the differences that exist between cultures are an opportunity for learning which unites people in understanding and tolerance.

Objective 3: To continue to develop greater awareness and understanding of transgender experiences.

We also believe it is important that we are able to present all groups at Parkstone with role models who effectively represent their aspirations and show what is possible with the right opportunities and personal characteristics.

Objective 4: To ensure that staff and student wellbeing continues to be a golden thread underlying teaching and learning.

There is no doubt young people continue to feel the demands of a modernising world and should be helped to deal with the pressures that they may face from a range of sources. We aim to help the students in our care develop strategies for dealing with these pressures so that they can live a balanced life.

Accessibility Plan

Target 1: To make reasonable access adjustments for student, staff and visiting adults with a disability.

Target 2: Ensure that all student, staff and visiting adults with a disability can be safely evacuated.

Target 3: Increase confidence of staff to differentiate the curriculum for students with a disability.

Target 4: Ensure reasonable adjustments are made so that school trips are accessible to all as far as practicable.

Target 5: Review information to parents/carers to ensure it is accessible.