



Middlesex Learning Partnership

Accessibility and Equality Plan

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Ratification Date: November 2017
Reviewed: Every 4 years
Next Ratification: November 2021
Governor/Director Owner: Executive Headteacher
Lead Staff Member Owner: SENCOs

Introduction

This combined Race, Disability and Gender Equality Scheme applies to the whole Trust community and is designed to outline:

- An overview of Middlesex Learning Partnership's vision, values and key priorities
- Our Diversity Statement
- Our responsibilities as a Trust in terms of race, disability and gender
- An overview of recent actions
- Our Race, Disability and Gender Equality Schemes and Action Plans

Middlesex Learning Partnership's Vision, Values and Key Priorities

Our Vision

A forward looking and inclusive Trust where all are inspired to maximise their talents and develop their personal qualities, so that they can lead a fulfilling role and contribute to society in our rapidly changing world.

Our Values

- Respect each individual
- Challenge all to inspire
- Support everyone's achievement
- Foster leadership and creativity
- Encourage all to be honest, reflective and open to change

Our Diversity Statement

In MLP we know and welcome every individual. Our aim is for their time at school to be successful and enjoyable and to ensure that everyone feels valued. Therefore we are committed to being an inclusive Trust which recognises that it is enriched by the diversity of our school communities. We aim to develop an ethos "The MLP Way" where all people feel valued and treated with respect and are able to participate fully in school life.

We will take steps to remove barriers and promote diversity equality in all areas of school life.

Our Responsibilities as a Trust

1. Our Race Equality Duty

The Race Relations (Amendment) Act 2000 requires us to aim to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Racial discrimination will not be tolerated at Middlesex Learning Partnership and we will seek to promote actively race equality and good race relations.

2. Our Disability Equality Duty

The Disability Discrimination Act 2005 (DDA) places a general and specific duty to promote disability equality. The duty is all about including equality for disabled people into the ethos of the school. Within the duty there is a shift from focussing on individualised responses to specific disabled people, to considering disability equality from the outset.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. A "long term adverse effect" is one that has lasted, or is expected to last, at least 12 months, or is likely to become permanent.

A physical or mental impairment will be taken to affect a person's ability to carry out normal day to day activities if it affects:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger
- A severe disfigurement may also qualify as a disability

The Duty

The Disability Discrimination Act 2005 (DDA) places a general duty on schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and able bodied
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

The specific duty requires us to consult representatives from the school's disabled community to decide the priorities of our Disability Equality Scheme, to create an Action Plan to make things happen and to monitor, review and publish the progress of the action plan.

3. The Gender and Equality Duty

The Equality Act 2006 was introduced to ensure people are treated fairly and equally. The Gender Equality Duty places a general duty on the school to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity irrespective of gender.

4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Includes established practice and practice under development</i>	Actions to be taken	Person responsible
Increase access to the curriculum for pupils with a disability	<p>Our schools offer a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with SEND</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. All schools in the Trust aim to deliver quality first teaching</p>	Regularly audit curriculum provision for compliance	SENCO
Improve and maintain access to the physical environment	<p>The environment in our Trust is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	To ensure that all modifications in buildings have embedded within their feasibility study, students/pupils with SEND	SENCO
Improve the delivery of information to pupils with a disability	<p>Our Trust uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille, when required • Pictorial or symbolic representations 	Continual review and improvement of communication methods in relation to SEND needs of school population	SENCO

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