



Anthony Gell
— School —

SINGLE EQUALITY AND ACCESSIBILITY PLAN

Approval Level	Date of Issue	Minute No/Version	Date of Review
Local Governing Team	25 th January 2024	1706/24	January 2026

Every two years

After incidents that relate to, or impact on, equality in school

After any significant changes to workplace, working practices or staffing.

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Introduction

Anthony Gell School is dedicated to ensuring that all members of the school and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Anthony Gell School's governing body with the help of the Senior Leadership Team in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **special educational needs policy**, **admissions policy**, **anti-bullying policy** and the **behaviour policy**. These policies are available on the school website, staff handbook, or by request.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every two years, or more frequently if there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

Anthony Gell School is a welcoming venue in the heart of the local community. Wirksworth is located in the county of Derbyshire, East Midlands, four miles south of the town of Matlock, 12 miles north of the major city of Derby, and 124 miles north-west of London. Wirksworth falls within the district council of Derbyshire Dales, under the county council of Derbyshire.

With over 800 students and more than 100 staff members, we endeavour to create a calm and supportive environment characterised by respectful relationships. As a medium sized secondary in a semi-rural area, on average just over 20% of the student cohort (Year 7-11) are disadvantaged, around 2.5% special educational statemented needs and many of our students receive additional special educational needs (SEN) support.

The school has an approximate equal split between males and females. Just over 95% of Anthony Gell students identify themselves as white. This is due to Derbyshire having just 4% of ethnic minority people living within the districts and boroughs (mainly concentrated in Chesterfield, Erewash and South Derbyshire). (<https://www.derbyshire.gov.uk/council/news-events/about-derbyshire/about-derbyshire.aspx>)

Equality and Diversity is important to us and we work to promote and accept all differences between people. We strive to create a school environment where open discussions are able to take place and ensure that individuals are treated fairly and equally – no matter their race, age, disability, religion or sexual orientation. We strive to create a classroom environment where students have the opportunity to thrive, whilst we teach and raise awareness of diversity. This allows our students to gain knowledge and understanding that will help them to improve relationships, tackle prejudice and make positive decisions throughout their lives.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Senior Leadership Team has the day-to-day responsibility for coordinating the implementation of this scheme.

The governing body

The governing body will:

- create and approve this policy with the help of the headteacher and help ensure that it is actioned correctly throughout the school
- help ensure the school complies with all equality legislation and that the school's equality objectives complement *Every Child Matters* outcomes for children
- monitor and evaluate the effectiveness of the equalities plan on a regular basis and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- help ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the school's approach to inclusivity, in relation to the school's equality plan, via the school prospectus and the school's website.

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote values and ethos included in the single equalities plan both within the school and externally to the rest of the community
- help ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, students and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to students
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, students, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Students

Students at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's behaviour and anti-bullying policy
- set a good example regarding behaviour and social awareness to younger students and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our expectations on equality when visiting the school.

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

Information about our school's SEND provision including our provision for inclusion can be accessed via the school's **SEND policy** and the school's **accessibility plan**.

Promoting equality and social awareness in school and within the local community

Community Cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of. The school works closely with the community, and has played an active role – and often leading on – many community-based projects such as: pop-up food banks, assisting local care homes, and skills-sharing events for the community and students to come together. We have close links to community groups and work together to support the students and wider community.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and within the wider community is a key part of developing a positive attitude towards equality and diversity.

The school has a strong pastoral provision. Additionally, a nurture provision is in place to support students and improve interaction within the learning environment. A comprehensive tutor-led programme covers a wide variety of activities around equality based issues.

Staff are supported through staff wellbeing programmes and referral systems for external support where required.

Student voice

We encourage our students to have confidence in voicing their opinions and taking responsibility for the part they play in the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between students from different year groups, students and staff, and students and the wider community.

We have an active student voice, including a student parliament where representatives from each House and each Year group raise issues that can make a positive change for the school.

It is project based; with recent projects including: reducing our carbon footprint, seeing change in the way we serve food and dispose of our waste. The school also supports opportunities for students to engage in debate.

Recruitment

Anthony Gell School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. Anthony Gell School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. More information about our recruitment procedures can be found in the school recruitment policy.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

Anthony Gell School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, grievance and whistleblowing policy**.

The education and wellbeing of our students is our main priority. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly.

Behaviour, Exclusions and Attendance

The school behaviour policy takes full account of our duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for students with special educational needs and/or disabilities. We closely monitor data on exclusions and absence for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

More information is available via the school's attendance, behaviour and exclusions policies.

The Curriculum

Technology and Learning Provision

Anthony Gell School has embraced technology through Microsoft 365; using a Staff and Student intranet to allow for the uploading of homework, classwork and course information. We also invest in subject specific IT provision.

The school's Sex and Religion Education (SRE) curriculum meets national requirements. The SRE scheme of work is delivered in PSE and RE lessons in Key Stage 3 (Years 7-9) and in Citizenship and Religion lessons in Key Stage 4 (Years 10 and 11). Our Sixth Form benefit from 'drop down days' and a tutorial programme throughout the course of each year which cover SRE.

Curriculum and Programmes of Study

Our curriculum content is closely tracked, planned, and regularly reviewed. Key themes, linked to equality and inclusion, are covered in a range of subjects throughout Key Stages 3 – 5.

The Careers Programme

A wide range of career choices are explored with students through visits/trips, careers fairs, the careers curriculum, and work experience (both in person and virtual). Employability skills are a key focus.

Monitoring and review

This single equality plan will be reviewed every two years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence of practice in school by staff and students, and assess whether there is any need for additional training or development sessions across the whole school to better ensure the equality plan is promoted and implemented.

Information will be gathered through:

- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- student attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

The senior leadership team will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets
- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales

- who has lead responsibility
- resource implications
- specified dates for review.

Equality Impact Assessments

Impact assessments are carried out if required, as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community. The school uses the templates provided by Derbyshire County Council for this:

<https://staff.derbyshire.gov.uk/site-elements/documents/equality-diversity/equality-impact-analysis-guidance-2021.pdf>

Reporting on our progress

The action plan shown in Annex 1 outlines the basis for the report which will be shared with Governors. This action plan will be updated to reflect the report content and publish it alongside this policy.



Accessibility Plan

Aims of the Accessibility Plan

This plan outlines how Anthony Gell School aims to improve access to education for students with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the Local Authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with:
 - Students' parents.
 - The headteacher and other relevant members of staff.
 - Governors.
 - External partners.

This policy is reviewed every two years to take into account the changing needs of the school and its students. The plan is also reviewed where the school has undergone any major refurbishment.

The Accessibility Audit

The governing board will, with the support of and through the actions of senior leaders in school, undertake regular Accessibility checks/audits. These checks will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audits will be used to identify short, medium and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents/carers, but may also be dependent on the school being supported by external organisations such as Derbyshire County Council.

The actions that will be undertaken are detailed in the following sections of this document.

Action Plan - Access to Curriculum

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENDCo	On going	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for hearing impaired students	In line with current needs
Intervention training for staff	SENDCo	Annually and when reqd.	Support staff able to work with increased knowledge and provide appropriate resources for students	In line with current needs
Regular learning support meetings to take place to assess and address student needs.	SENDCo	Via annual EHCP assessment	Student needs reviewed and being addressed.	In line with students' personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Assistant Headteacher i/c CPD	Annual cycle and additional training as reqd.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Yes - 2020
Staff trained to meet individual medical needs of students where applicable.	Headteacher	On going	Staff completed training for specific needs – Updates given to all staff with access to files available	Epi pen training and diabetes awareness training for relevant staff in line with student needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school is accessible to all.	Headteacher SBM	Ongoing	The environment is adapted to the needs of students	No – Completion of work for adaptations ongoing – some classes have narrow door frames for wheelchair users
Develop a disabled access toilet	Headteacher		A disabled access toilet available at Pastoral Base	Yes - Summer 2021
Emergency systems to have visual alarms	Headteacher		Visual alarms – flashing lights on our alarms	Yes
Internal corridor doors accessible for wheelchair users.	Headteacher		Newly installed corridor doors are wheelchair accessible, with many now automated access for individual use	Yes

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand student needs and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENDCo	Ongoing	Students have access to curriculum information and all other school information in a format that meets their needs	Ongoing
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher	Ongoing	Students are able to navigate the school regardless of any disability	No – for consideration
The school makes itself aware of the services available through the Local Authority for converting written information into alternative formats	SENDCo	Ongoing	Students have access to curriculum information and all other school information in a format that meets their needs	Ongoing
The School uses communication tools to raise awareness of Equality and accessibility	Headteacher	Ongoing	School Newsletter, internal bulletin, intranet and posters are available as required.	In place