Equality Objectives 2020-21

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Harrogate High School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value

2. We recognise and respect difference

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

4. We observe good equalities practice in staff recruitment, retention and development.

5. We aim to reduce and remove inequalities and barriers that already exist.

6. We have the highest expectations of all our children.

Accessibility Plan

	Short Term				
	Targets	**Strategies**	**Outcome**	**Time Frame**	**Goals Achieved**
1.	• To ensure that all students can access written information on the classroom board. • To ensure all students can hear information and instruction from teachers and can lip read when required.	• Seating arranged so that all students can see clearly. • Identified resources and strategies are available and known by all staff regarding individual needs. • Desktop copies of text are also provided where appropriate. • Staff to correctly use audio enhancing technology and when required and always face the class when talking. Training to be undertaken.	All students feel comfortable, safe and included and all are able to access the curriculum.	Ongoing	All students can access written and verbal information.
2.	• To ensure that the main school is accessible to disabled visitors.	• To keep the lift in working order & ensure arrangements are made for at least one lift operator during Progress / Open Evenings. • To provide students who have identified needs, use of a lift key. • To ensure at least one parking space near the main entrance for disabled visitors. • Meetings held with parents, students and agencies to assess and evaluate procedures.	All visitors can access the main reception area of school from the front and feel welcomed. All parents are able to access all upper areas of the school in use during Progress / Open Evenings.	Ongoing	All visitors and the school community feel included on arrival.
3.	• To ensure Emergency Evacuation Plan includes provision for physically impaired persons in the upper corridors.	• To ensure first aid staff are trained in emergency evacuation procedures.	Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken.	In line with policy review	Emergency provision for all in all parts of the school building.
	Medium Term				
	Targets	**Strategies**	**Outcome**	**Time Frame**	**Goals Achieved**
	• Visual signs are used in all classrooms as signals to the organisation of tasks. • Staff become familiar with a variety of technology and practices	• Training for all staff using the inset days and strategies for vulnerable groups. • Seek advice from agencies. • Include Training from the National Strategy Inclusion Development Programme with whole school CPD training.	Consistency across departments aids students' organisational skills. Departments use some alternative methods of recording within some lessons.	Ongoing	All students are more independent & carry out tasks more effectively. Improved access and provision for students.

		Implement more varied personalised learning tools and strategies, e.g. laptops, iPads, read/write pens.	Students are more engaged in learning and are able to access the curriculum through assistive technologies.		
	All curriculum areas consider their practice in light of current legislation and developments.	Continue with training of whole school staff. • Link with school & department focus upon teaching & learning. At least one CPD training to focus upon inclusive practice each academic year.	Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs.	Ongoing.	All students have equal access to a broad, balanced curriculum. The school community values diversity.
	To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum.	To meet regularly with students, parents and outside agencies to plan access improvements.	Strategic planning continued at departmental level.	Ongoing.	Raised awareness of the collective responsibility towards inclusion.

Long Term					
	Targets	**Strategies**	**Outcome**	**Time Frame**	**Goals Achieved**
1.	To improve accessibility of curriculum.	Increased use of spoken curriculum, increased access to ICT for all pupils. Schemes of work in each department are adequately differentiated to take into account the ability and learning styles of all pupils.	Raised achievement for pupils with communication difficulties.	Ongoing.	All students have equal access to the curriculum.
2.	Suitable provision, adapted to meet the needs of the weakest learners in KS3.	Review the deployment of support staff to see if extraction/nurture group working is viable.	A structured and tailored curriculum which continually adapts to meet the numeracy, literacy and basic functioning needs of vulnerable learners.	Ongoing	All students have access to a suitable curriculum.
3.	Suitable provision, adapted to meet the needs of the weakest learners in KS4.	Review the options process and the Foundation Learning Pathway.	Offer a personalised and structured curriculum, developed to support vulnerable learners which comprises of suitable qualifications.	Ongoing	All students have access to a suitable curriculum.