



Single Equality Scheme

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1. Introduction

As a public body, Clyst Vale Community College (Academy Trust) is required to publish information to show its compliance with the equality duty and to set equality objectives. The published information needs to remain current and objectives should be published at least every 4 years. We are committed to taking appropriate action to deliver better outcomes, taking steps to eliminate unlawful discrimination and harassment, and to demonstrate how we actively promote equality. In an education setting, this extends to day-to-day practice, policy-making, service delivery, and employment practice including recruitment; particular equality duties on schools include admissions, exclusions and education-related services. This Scheme ensures that public bodies actively look at ways of ensuring that all people are treated equally and bring together previous disability, racial equality and equal opportunities legislation. The new Equality Act came into force in October 2010. Revision in 2012 combined gender, race and disability into a single equality duty; however, this policy refers to the three duties in separate sections to sustain a greater focus on each and recognising the non-statutory guidance's advice to not rewrite policies "for the sake of it". Maintaining a single equalities action plan ensures robust monitoring.

The Equality Act introduces the term "protected characteristics", which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Generally, "discrimination" means treating someone with a protected characteristic less favourable than a person without that characteristic in the same situation, where that treatment is because of that characteristic. The definitions of "protected characteristics" and "discrimination" apply throughout this Scheme.

Discrimination can take a number of forms: direct; indirect; a failure to make reasonable adjustments for disabled people; discrimination arising from disability; discrimination because of association with someone who has a protected characteristic; discrimination because a person is thought to have a protected characteristic, whether or not this is correct (discrimination by perception);

So, in the implementation of this Scheme we have moved from a focus on an individual response to an issue, to an approach that builds on race, disability and gender considerations from the start and at every level of Clyst Vale Community College, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done, and what we plan to do, to improve opportunities and outcomes for students, staff, parents and other users of Clyst Vale Community College. This scheme will be delivered and monitored through the Governors' role supplemented by our College Improvement Plan and self-evaluation processes.

We will ensure that every student irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve their potential and that strategies and monitoring are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that Clyst Vale Community College's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in Clyst Vale Community College include as far as possible a balanced gender mix, appropriate

representation of diverse ethnic groups, and disabled people. We believe that this will provide good role models for students from all backgrounds.

We will involve students, staff, parents, carers, governors and all other stakeholders in the implementation and review of our Single Equality Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, all genders, LGBT, and children and adults with disabilities.

Our vision:

- For every student to feel valued for who they are, so that they can grow and flourish into confident, successful adults
- For every student to have no barriers to opportunity, achievement, success or enjoyment
- For all of our families to feel valued, and their diversity recognised and celebrated
- Our wider community will benefit from the work of the College, building on the values of community cohesion

2. The Race Duty and Community Cohesion

Community Cohesion should be developed in all communities to ensure that different groups and individual people live and interact well together. It should also allow for new residents and existing residents to adapt to one another. In particular, we recognise our responsibility to celebrate cultural diversity and create a sense of shared values.

We develop in our students the understanding that they all have a responsibility to contribute to their shared future, through our curriculum, extra-curricular and Learning Community activities, Deep Learning Days, assemblies, and the Personal and Social Development programme.

Mutual respect, honesty, fairness and trust between different groups including students and teachers is embedded in the ethos of Clyst Vale Community College and is addressed in our statement of values, and in the Classroom Expectations: Purposeful, Co-operative and Considerate (PCC) which underpins student social development and our behaviour policies.

Issues of racial intolerance are dealt with robustly, and in accordance with statutory requirements. We keep up to date records which are made available to external agencies when appropriate. A range of methods is used to tackle racist behaviour or language for example, restorative justice (run by local police) and, on occasion, sanctions which may include exclusion. Parents are always notified and involved in the rehabilitation process.

We will evidence our effectiveness by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision
- A strong sense of individual rights and responsibilities within the college community
- That children and parents feel they are being treated fairly and have the same opportunities
- That students and parents trust Clyst Vale Community College to act fairly
- That we have strong and positive relationships across our college community

3. The Disability Equality Duties

The law defines a disabled person as being someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day duties.

Clyst Vale Community College's commitment to disabled learners, their families and staff's equality has four objectives:

(1) We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings
- Encouraging good practice by our staff and partners through shared training and awareness raising
- Upholding our guiding principles in our role in procurement and in our partnership duties

(2) We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people
- Challenging patronising or discriminating attitudes
 - Ensuring that there is no indirect discrimination towards people with disabilities, or who may be undergoing gender re-assignment, as well as continuing to protect the other groups identified in this scheme
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families

(3) We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of Clyst Vale Community College and people who are disabled in the community
- Supporting disabled learners, staff and carers according to their individual need

(4) We will work in partnership with disabled learners and their carers and staff by:

- Involving disabled learners, their families and disabled staff in the changes and improvements we make
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf

When carrying out our objectives, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995 & 2005)
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people

- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment
- Monitor staff and learners by disability

We plan to increase access to education for disabled students by:

- Increasing the extent to which disabled learners can participate in Clyst Vale Community College curriculum
- Increasing the inclusion of positive images of disabled people across the curriculum
- Improving the environment of Clyst Vale Community College to increase the extent to which disabled learners can take advantage of education and associated services
- Improving the delivery of information to disabled learners, to the standard of that which is provided in writing for learners who are not disabled.

This is detailed in Clyst Vale Community College's Accessibility plan.

Reasonable Adjustments

We will make every effort to make reasonable adjustments, although there will always be site and financial constraints which will make some adjustments unreasonable. Not taking "reasonable steps" to avoid putting students at a substantial disadvantage can only be justified if there is a reason which is both material and substantial to the particular case. The College will take account of the:

- Need to maintain academic and other standards
- Available funding
- Practicalities of making the particular adjustment
- Health and safety of the disabled pupil and others
- Interest of other students.

All students with disabilities have personalised arrangements in terms of the premises. Lift facilities are made available and reasonable adjustment to individual need such as individual toilet facilities set aside, medical facilities, seating arrangements, teaching rooms utilised, and withdrawal from specific lessons are used. All reasonable adjustments are made in consultation with the student, their parent/carer and any external agencies. Additional support for specific activities is provided such as for PE and extra-curricular activities, including trips and visits. Our aim is that every child must have access to the full range of activities and experience throughout their education.

4. Gender Equality Duties

Clyst Vale Community College:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of the stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes

- Is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions

At Clyst Vale Community College:

We monitor student progress in relation to their gender and set targets accordingly. We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum

Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to Governors

Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the Personal and Social Development programme. Child protection Staff and a Linked Governor are trained in dealing with Domestic Violence.

Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender

5. Religion and Belief

Clyst Vale Community College recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

We also recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Equality with regard to religion or belief is promoted at all levels in Clyst Vale Community College and particularly within the B&V and PSD curriculum in "Course 42".. This is supported by:

- Thought for the week
- Marking key national/international events, such as National Holocaust Day
- Inviting visiting speakers into assemblies
- Running faith group lunchtime sessions such as Christian Union
- Special focus 'Deep Learning Days' such as the 'Day of Evil' with Year 13 students
- Raising awareness of, and arranging visits to, local faith events

- Making provision for students to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral/ religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Subject Leader for B&V, regarding its priority on the curriculum and how it can best be supported
- Discussion with the Student Council regarding the matter, and taking account of their voice
- Analysing relevant behavioural incidents on an annual basis, and reporting that to Governors

6. Sexual Orientation

Clyst Vale Community College is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientations, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within Clyst Vale Community College and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality.

We will deal with complaints of discrimination and harassment speedily and notify complainants of the outcome and actions taken.

At Clyst Vale Community College:

Homophobic bullying, language and stereotypes will be challenged

The Personal and Social Development curriculum will address these issues as part of its

- Sex and Relationships Education (SRE) programmes of study
- Human Rights/Citizenship programmes of study

The resources used to raise staff and student awareness of their rights and responsibilities and the rights of others include:

- Work of UNICEF and Amnesty International
- Other approved websites

7. Age

Clyst Vale Community College is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

We have robust appointment procedures which preclude selection on the basis of age, gender, sexual orientation, race or disability.

8. Anti-bullying and Discriminatory Policy Framework

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:

- Our wider school policies
- Our assembly programme
- The curriculum (e.g. PSD, B&V, Citizenship)
- Student care, guidance and support

Students are encouraged to speak to an adult if there is an issue with bullying. This could be their form tutor, Head of School, wider Student Support team or a member of the Senior Leadership Team (SLT). With regard to issues of safeguarding, students are encouraged to report this to the Designated Senior Person.

Students can also report issues anonymously through a help box.

Our anti-bullying policy is reviewed annually in line with the Devon Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- Student conferencing activities particularly through the Student Council
- Parent Forum meetings

This is reported to Governors on a yearly basis as part of its annual cycle.

Staff will receive relevant training in relation to bullying and discriminatory incidents relating to LGBT issues, racism, disability harassment, sexual and gender bullying, and religious harassment.

Clyst Vale Community College subscribes to the Devon County Council's good practice in recording bullying and discriminatory incidents and reporting them in accordance with guidelines.

9. Employment Practices

Clyst Vale Community College observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Government guidelines.
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training
- All teaching staff are subject to performance management and that support staff have an annual review
- Relevant senior staff are trained in Safer Recruitment and that one of these staff always sits on appointment panels
- That our vetting procedures are clear and free from bias
- That recruitment actively encourage people with disabilities to apply, even if this would mean more favourable treatment would be required

10. Equality Impact Assessments

We review key policies, functions and procedures relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments. This will also inform future planning and focus.

Appropriate areas for equality impact assessments may include:

Admissions and Transfer
Learning and Teaching
National Healthy School Status
Careers/work experience
Behaviour and Anti-bullying
School trips and visits
Child protection and Safeguarding
Hearing Support and Learning Support
Accessibility

11. Consultation and Information

We will involve stakeholders in the monitoring of this scheme in the following ways:

Students – The scheme will be discussed in Personal and Social Development lessons and student comments will be fed back to the SLT. The SLT will also meet with the Student Council and discuss both the Scheme plus wider issues they raise with regard to equality and discrimination

Parents – The scheme will be put onto the website and parents will be notified of this. Parents may raise issues with members of SLT or Governors if they have concerns

Staff – The Scheme will be shared with all staff through the College policy webpage.. Comments about it will be welcomed, either individually or through union representatives

Governors – Governors will scrutinise this scheme through scheduled review and vote to adopt it. Their involvement is fundamental to its success.

External Partners – The College will continue to discuss the Scheme, plus associated College policies, with the school's Educational Welfare Officer, School Nurse and Careers South West careers service.

12. Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

We are pleased to note that incidents of harassment and bullying are low at Clyst Vale Community College and this is to the credit of all members of our community, as we each play our part in creating a unique College ethos. However, we will not use this to become complacent and will continue to ensure that, bullying and discrimination are challenged at all times and replaced with opportunity, positive values and a sense of community.

Objective:

1. To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes.
2. To ensure in all aspects of its work, Clyst Vale Community College celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

Tracking and monitoring of student progress includes identifying and implementing interventions for vulnerable groups.

13. Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Scheme. They will ensure the college meets statutory requirements

They will do this through:

- Involvement in the formulation of policy
- Involvement in setting college priorities and systems for monitoring
- Involvement in both student and staff conferencing activities, to ensure the Scheme is understood and embraced by all
- Ensuring the impact of the Scheme is reported at Governor meetings

14. Compliance

Lead responsibility for ensuring that the Single Equality Scheme is implemented and has lasting impact lies with the Principal. Key delegated responsibility will lie with the Deputy Principal (Pastoral).

15. Publication

Clyst Vale Community College will publish the Single Equality Scheme on the College website

16. Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the college because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through Clyst Vale Community College's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually (through the business cycle) to Governors on complaints made and action taken as part of monitoring the Single Equalities Scheme.

Glossary:

- B&V: Beliefs and Values (also known as Religious Education)
- PSD: Personal and Social Development (a series of topics taught throughout a student's time at Clyst Vale dealing with puberty, drugs, compulsory sex education, careers advice, etc; the PSD curriculum is delivered through "Course 42" and through deep learning days)
- LGBT: Lesbian, Gay, Bi-sexual and Transgendered people
- SRE: Sex and Relationships Education

CLYST VALE COMMUNITY COLLEGE

ACCESSIBILITY PLAN, October 2013- September 2016

The Disability Discrimination Act & the General Statutory Duty

Despite simplification of the legislative framework, there remains a statutory General Duty on all public authorities to promote disability equality. This means that we must, in carrying out all functions, have due regard to the need to:

- Eliminate unlawful discrimination
- Eliminate unlawful harassment
- Promote equality of opportunity between disabled persons and other persons
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

These statutory duties, as outlined above, are intended to assist public authorities to promote disability equality and thereby adhere to the terms of the DDA. The core requirements of this statutory duty are:

- The preparation of a disability equality scheme [a separate document]
- Implementation of the disability equality scheme (via an action plan in the scheme)
- Annual reporting on progress.

Statement of Principle.

CVCC is committed to reducing barriers to learning and improving access to an inclusive education for all learners with special needs or disabilities. It is equally committed to improving access for all members of the College's community. The College has a duty in law not to discriminate against anyone with a disability as defined in legislative guidance:

This accessibility plan forms a key part of Clyst Vale's disability equality scheme to 2014, addressing in particular the following aspects

- Maximising access for students with disabilities to the College curriculum, including participation in extra-curricular activities and visits;
- Improving the delivery of written information to students with disabilities;
- Improving access to the physical environment of the College;
- Planning for the revision of this document and the creation of a disability equality scheme.

This plan is intended to increase accessibility and develop inclusive education provision for all users of the College with disabilities. The Governing Body acknowledges its statutory duty to implement the plan, and allocate adequate resources to it from the College budget and from external funding sources when available.

Context.

Clyst Vale was rightly recognised by OFSTED as outstanding in its care, support and guidance (2010& 2013 reports). Among the student body are students with

- sensory and physical needs, particularly hearing impairment, visual impairment, and mobility difficulties (including wheelchair use);
- behavioural, emotional and social needs;

- communication and interaction needs (including speech and language disorders, and on the autistic spectrum, including Asperger's Syndrome);
- cognition and specific learning difficulties.

Reflecting the growth in numbers of students with sensory and physical needs, there have been significant site developments in recent years to improve physical access: lifts have been installed in the Main Building and Technology block, a physiotherapy room created, ramps provided for many classrooms, acoustic treatment to many rooms, the installation of visual fire alarms to large parts of the College, contrast colour paintwork and glass panels in most doors. These improvements have also benefited other users of the College's premises. Developments beyond the accessibility plan include the provision on request of key documents in alternative forms; the use of a tele-messaging service for parents and others who are hearing impaired; the provision of special equipment

MAXIMISING ACCESS TO THE CURRICULUM

Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Ensure staff fully aware of obligation to provide an inclusive curriculum, including training on individual needs	Training Days to include briefings on Inclusion issues, including disability	Principal; SENCo; Head of Hearing Support	On-going	Minimal
Improve briefing information to all staff	On-going development of "pen-portrait" information on all students with special educational, social or medical needs and disabilities with inclusion on SIMs	SENCo; Head of Hearing Support; AtHoS DepPrincipal (Support)	Annually in September	Actual costs minimal; hidden staff costs
Ensure that appropriate individualised programmes can be made available	Maintain and develop the current approach towards creating individualised programmes for students with particular needs, including disability, in all Key Stages	SENCo; 1 to 1 support	On-going	College Budget
Increase access to ICT for students with	Use voice activated software for students with motor	Dep Principal (Support); SENCo; HoS; SLT	On-going	College Budget (capitation)

disabilities	difficulties as appropriate	HoHearingSupport;		
Ensure key staff's training needs are refreshed	attend specialist courses as appropriate	Principal College Manager	On-going	Minimal
Provide alternative accreditation	HSC and LSpt staff to attend specialist courses as appropriate	Principal College Manager	On-going	
Improve access for disabled students on visits	Identify and introduce alternative accredited subject-specific courses for students operating at pre-GCSE level	Dep Principal (Support); SENCo; SLT C,L&T Committee	Every trip	Minimal
Monitoring	Build on existing custom & practice and existing regulations to revise guidelines for staff when running trips and visits	Principal SLT College Manager C,L&T Committee	On-going	Minimal

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Increase differentiation in lessons	Maintain emphasis on lesson-planning including differentiation by task, material, grouping as well as outcome.	All	On-going	College Budget (capitation)
Increase and improve materials and resources for students with disabilities	Production and use of adapted materials where needed in lessons. Periodic reminders to staff of this requirement, students who need it, and support where available. Increased deployment of TA time to produce differentiated and alternative format materials for individual students in liaison with teaching staff	Hearing Support; SENCo; Dep Principal (Support) All Additional Support Staff Teacher of the Deaf	On-going	Minimal, but will initially reduce in-class support by the amount of time deployed
Availability of information in alternative means of communication Improve access to video material for HI students	Maintain and enhance existing provision in BSL, lip reading, enlarged print and ICT & Communication systems. In liaison with external agencies, identify sources to improve the means of communication which we cannot meet within the College, e.g. Braille beyond a basic level, certain signing systems, BSL at interpreter level.	HoS Hearing Support; LSC;	Rolling programme	As needs arise, but generally within existing College Budget Minimal
Improve access to internal College exams	Increase stock of pre-recorded subtitled videos. Add subtitles to College-held video programmes where possible Provide transcripts or brief summaries to support video	HoS Hearing Support; LSC; Dep Principal (Support)		Video-titling computer and software (as funding permits); HSA time

	programmes or key sections Modify the language level (without affecting meaning) of internal College exams to bring them in line with external exams			Hidden costs (staff time)
Monitoring	C,L&T Committee		Business Cycle	

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Acoustics	Review the acoustic treatment of all classrooms with tiles and/or carpets (as appropriate), as a rolling programme	Head of Hearing Support	On-going	Capital funding; College maintenance budget
Visual Fire Alarms	Complete installation programme	Site Manager	On-going	30 rooms x £250; £7500 from capital funding
Accessible classrooms	As rooms and corridors are re-painted, use of a contrast colour for doorways	Site Manager	On-going	College Maintenance Budget
Steps	Repaint all step edges in a contrast colour	Site Manager	By 2014	College Maintenance Budget
Doors	Replace solid doors with glazed panel doors	Site Manager	2013	£200 per door: College Maintenance Budget
Uneven surfaces	Level uneven areas Ensure disabled bay railings are maintained	Site Manager	On-going	College Maintenance Budget
Access within lessons	Low-level adjustable desk in each classroom	College/ Site Manager	As funding permits	Capital funding £150 per desk: College Budget
Entrances	Automate entrance doors	Site		£3k per entrance;

		Manager		£30k total
Monitoring	Finance & Premises Committee	Governors		College Budget

Acronyms & Abbreviations	
BSL	British Sign Language
EVC	External Visits Coordinator
GCSE	General Certificate of Secondary Education (usual qualification at end of compulsory schooling)
HI	Hearing Impaired
ICT	Information & Communications Technology (computers !)
LEA	Local Education Authority (Devon County Council) resource production).
NGfL	National Grid for Learning (Government-funded initiative to increase access to computers in schools)
OFSTED	Office for Standards in Education, responsible for school inspections: Clyst Vale was inspected in October 2013.
CM	College Manager and EVC
SENCo	Special Needs Coordinator
HOS	Head of School
HSC	Hearing Support Centre
LSpt	Learning Support
SLT	Senior Leadership Team
HSA	Hearing Support Assistant
LSA	Learning Support Assistants (in-class support)
LSpt	Learning Support (team of teachers and LSAs)
LSC	Learning Support Centre (former room 54 and adjacent rooms, used for withdrawal work, Inclusion work, and

Author: Kevin Bawn

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CLYST VALE COMMUNITY COLLEGE

Policy for Social Inclusion

Inclusion is about recognising individuality and the challenge of diversity. In practice, this means developing College policies, structures and attitudes that increase mutual understanding and equal opportunity, and breaks down barriers to participation.

Context

Clyst Vale is a comprehensive community College of approximately a thousand students aged 11-18. It is truly comprehensive and inclusive: the roll includes students with hearing impairment, a range of special needs, including autism, EBD and language disorders, and travellers. In addition, there is a minority of students who are not academically strong, disaffected with school, more motivated by the thought of work, and for whom progression needs targeted support on an individual programme. Clyst Vale's location provides a range of opportunities for such students; in recent years a network of support has been built up. Although these students contribute little to the league tables, they have remained in education or training, and their life chances have been enhanced.

The Social Inclusion Policy needs to be read alongside

- DFEE circular 10/99, 'Social Inclusion – pupil support'
- OFSTED 01/01 'Improving behaviour and attendance in Secondary School'
- LA Children and Young People's Plan 2008-11
- College policies on equal opportunities, rewards/sanctions and behaviour management, attendance, learning support, curriculum
- Disability Act 2005 & 1995
- Welfare Reform Bill 2006
- The Child Protection and Safeguarding Policy
- The Looked After Children Policy

(a) Principles

The key principles of inclusion are:

- valuing difference and diversity
- entitlement
- dignity
- flexibility
- planning

Inclusion is relevant to all staff, teaching and support, who will need to be supported in training, advice, and resources.

The College policy sets out how Clyst Vale aims to achieve the expectation that it is “educationally and socially inclusive”.

Inclusion is seen in a broad sense and is not aimed solely at those students who are ‘disaffected’ and subsequently are not participating fully in College life. The policy is relevant to several groups who may be ‘at risk’ of exclusion:

- minority faith groups
- travellers
- children looked after/in care
- pregnant students and teenage mothers
- young carers
- students who abuse drugs and other substances
- homeless children
- students with poor mental health or who are victims of poor parenting
- transient students
- students with learning difficulties, particularly those with poor literacy skills
- students who are ‘gifted’ in one of more curriculum areas.
- students who are hearing impaired or who have other physical disabilities, including autism and dyspraxia

The College will aim to

- meet the needs of all students, including those who are difficult to engage in the learning environment
- identify, at an early stage, vulnerable students, and be proactive in developing educational plans to meet their needs
- encourage the view that social inclusion is best promoted when teaching and learning is of the highest quality and the curriculum is relevant and appropriate to the whole age and ability range
- ensure that all staff are aware that social inclusion is the responsibility of all members of the College community
- inform and consult with parents when educational decisions affect their children

(b) Admissions

The College operates its admission procedure in accordance with the policy laid down by the Board of Governors and LA. The College does not discriminate on grounds of colour, race, religion, ethnic origin, sexuality or disability. The College will consider students who have social, behavioural or special educational needs. The College is prepared to offer new opportunities for students from other institutions in consultation with parents and the LA.

(c) Attendance

Students are expected to attend the College full time and the College seeks parental support in this. Maximising attendance is a continuing priority, although there will be individual cases where work related activities make this impossible. Parental

agreement will always be needed in such areas. The Attendance Officer contacts parents on the first day of absence, manages electronic registration and produces absence data for the Vice Principal. Where appropriate the Education Welfare Officer is informed and action taken. The College also publishes the LA's advice on absence in term time through the newsletter, assemblies and student rolling noticeboards.

(d) Behaviour, Sanctions and Rewards

High standards of behaviour are expected in the College. A positive approach to teaching and learning is promoted, and student and parental views are encouraged on a regular basis. Students developed 'purposeful, cooperative, considerate' as the College's motto.

There are many ways in which students are rewarded – SIMS (School Information Management System) praise points and commendations, letters home, assembly presentations, Governors' commendations, certificates of achievement, celebration evenings.

However, there will be instances where individual poor behaviour adversely affects the education or health and safety of other students. Students having difficulty will be offered individual support within the Skills Room, perhaps a pastoral support programme, or, where appropriate an Individual Education Plan designed to meet their needs. SIMS is also used to record inappropriate behaviour. These 'consequence' points lead to intervention by the tutor, Year Head and Senior Staff on occasion. (Refer to Behaviour Management Policy for details)

(e) Strategies for Social Inclusion – general

The College seeks to promote social inclusion in the following ways by

- creating an ethos of inclusivity, shared by all staff
- creating a learning environment appropriate to the needs of all students

The National Curriculum gives teachers a statutory responsibility to teach an inclusive curriculum by:

- (a) setting suitable learning challenges
- (b) responding to students' diverse needs
- (c) overcoming potential barriers to learning.

It is the responsibility of the Head of Subject to ensure that teaching activities are relevant to all students, irrespective of their 'disadvantage'. They must work closely with the Head of Additional Support, the Skills Room Coordinator and the Head of the Hearing Support Centre to deploy support staff in the most effective way. All staff should be aware of 'School Action' and 'School Action Plus', and have relevant information on students in their planners. This is in addition to any setting or grouping arrangements arranged by subject leaders, such as;

- having systems in place to identify students at risk, and to arrange for alternative approaches to learning where appropriate. (see section F).

- valuing a multi-agency approach – including LST, HSC, EWO, Careers South West, Youth Service, Traveller Education Service and the School Health and Psychological Service.

(f) Strategies for Social Inclusion – Specific

- Students in danger of ‘exclusion’ (in the widest sense) will need to be identified early in their College careers. Initially, this will come from primary/secondary transfer documentation. Subsequently, students will be identified via
 - internal academic/social reports
 - individual disciplinary records (leading to pastoral support programmes) (SAIF)
 - poor attendance
 - subject teachers, tutors and pastoral leaders
- The College operates a wide and varied programme for social inclusion, following mentoring processes, for example
 - referral to the Skills Room for an intervention programme
 - work related learning
 - Devon Action for Youth and the Prince’s Trust
 - working with younger students on social skills
 - lunchtime clubs for vulnerable students
 - mentoring and academic tutoring by adults and Post- 16 students
- The College employs two Counsellors and has links with further education providers at Bicton and Exeter College.
- Alternative vocational courses have been introduced at KS4. Students are directed towards appropriate pathways in Year 9. Some students will follow a programme of increased flexibility to allow an element from the Skills Room of personalised learning in their curriculum.
- Individual timetables (mainstream support and withdrawal) are used with students experiencing difficulties, including those on phased re-entry to full time education.

(g) Management and Organisation

- The key to successful social inclusion is the identification of vulnerable students at an early stage.
- To aid identification and communication the Inclusion team meets fortnightly. The team is lead by the Head of Additional Support and includes the Skills Room Manager, the Inclusion Coordinator, the Attendance Officer, Head of

LST, Head of HSC, a Counsellor, the Child Protection Lead and the Careers South West advisor. In addition, Heads of Year have a close relationship with the Additional Support team.

- Meetings invariably concentrate on strategies for individual students and monitoring and evaluating their progress.

(h) Budgets and Funding

- The College has an identifiable budget heading – Additional Support.
- The College INSET budget allocates a sum for general teacher training and this is used to support training in Inclusion related areas.
- The LA provides exceptional and detailed funding for students with Special Educational Needs statements

(i) Monitoring and Evaluation

- Students on the Increased Flexibility Scheme have individual plans tailored to their specific needs. These work related programmes follow the Government model. Their progress is monitored by regular visits from Careers South West or College staff, or by external agencies such as FE Colleges or Devon Action.
- Monitoring is carried out in Inclusion meetings and individual plans updated or modified as required.
- The Head of Additional Support makes an annual report to governors
- The success of inclusion strategies is difficult to measure precisely but the following are useful indicators:
 - effects on individual self-esteem and confidence, student and parental feedback
 - public examination results (ASDAN, GCSE, BTEC, A Levels)
 - progression of students to work, work with training, or FE
 - achievements in work related training programmes – individual portfolios, NVQ accreditation
 - records from the Skills Room and PSP documents
 - ‘destinations’ data from Careers South West

(j) Future Developments

- Continual staff INSET in dealing with wide variety of special needs students at Clyst Vale
- Developing provision with more FE providers
- Earlier identification of students ‘at risk’ from Year 7 with early referral to the Skills Room or other agencies

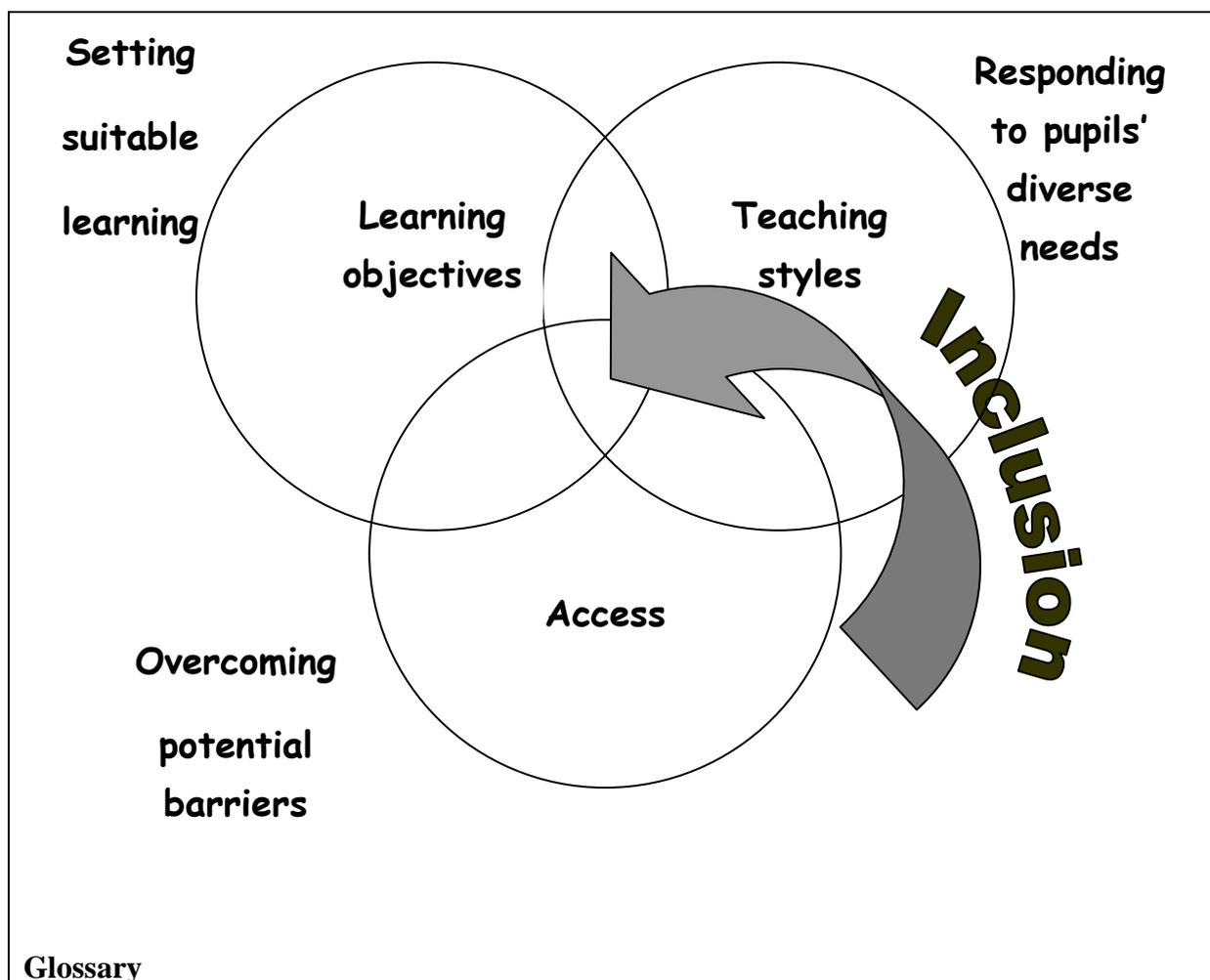
- Developing more programmes for the gifted and talented in each subject area
- Developing programmes for students with behaviour difficulties in KS3 through the Skills Room

(k) Reflection

The College is a self-critical institution. We must continue to reflect on what we do regarding inclusion;

- How inclusive are we? Do all the students get a fair deal?
- How effective is the College in evaluating how well individual students are doing?
- Do our values embrace inclusion?

“So many measures of effectiveness talk about SAT results or those students who achieve 5 or more A* to C grades in their GCSEs, or who achieve over 90% attendance. Educational inclusion asks schools and Colleges to focus also (not instead) on those who do not ‘achieve’, who do not ‘behave’ or who do not attend. Inclusion is about every individual child and making sure education works for them.”



Glossary

DISS	Devon Integrated Student Services	EWO	Education Welfare Officer
WRL	Work Related Learning	FE	Further Education
Hof School	Head of School	HSC	Hearing Support Centre
DP	Deputy Principal	KS	Key Stage
SENCO	Special Needs Co-ordinator	EOTAS	Education Other than at School
LST	Learning Support Team		

Reviewed: 10.13
Learning & Teaching Committee