

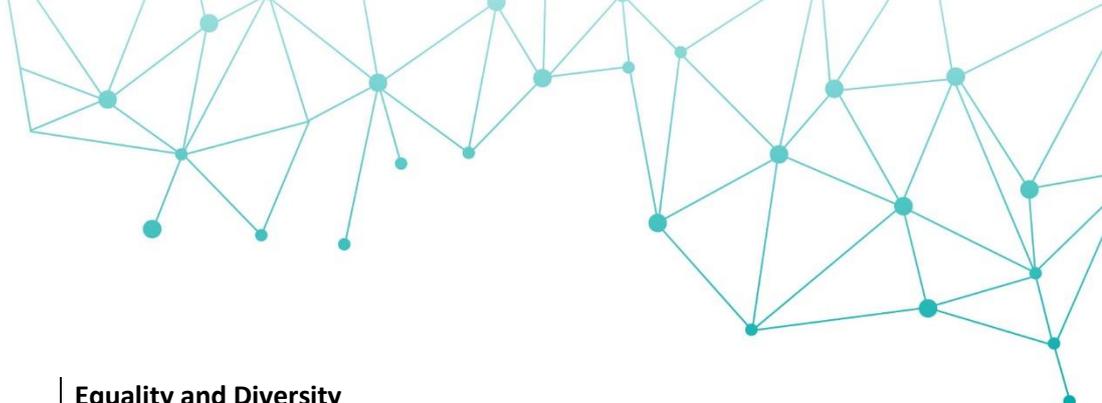


LANCASTER UNIVERSITY
SCHOOL OF MATHEMATICS

Lancaster University

School of Mathematics

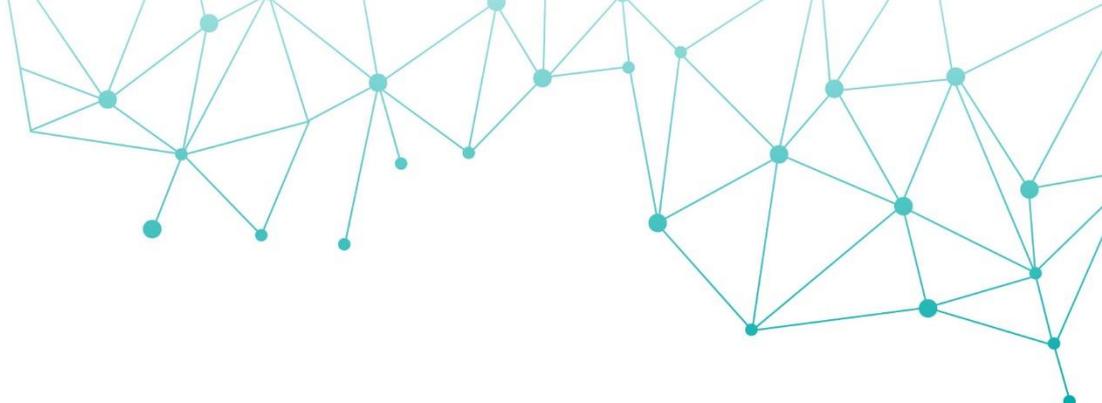
Equality and Diversity Policy



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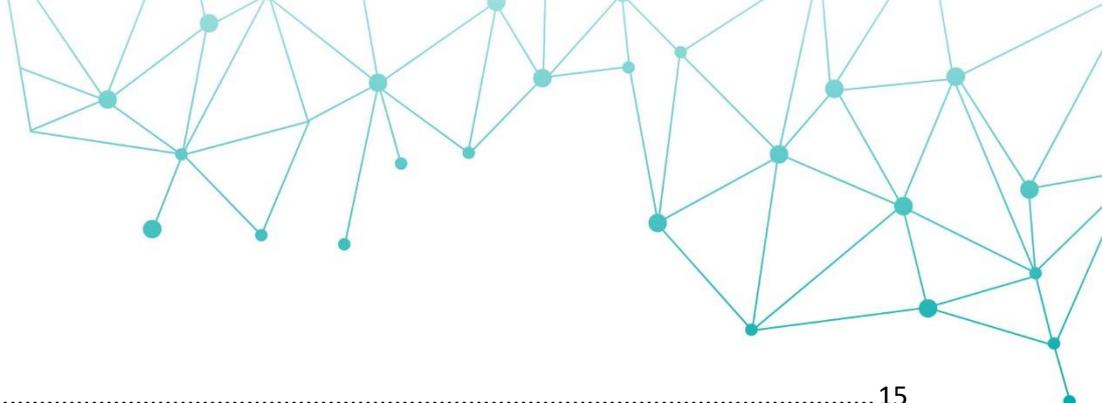
The Rigby Education Maths School was set-up to operate and oversee the Lancaster University School of Mathematics.

The Rigby Education Maths School is an academy trust and a charity. The Lancaster University School of Mathematics is the charitable activity of the academy trust. Therefore, in this document references to the Maths School apply to the Rigby Education Maths School.

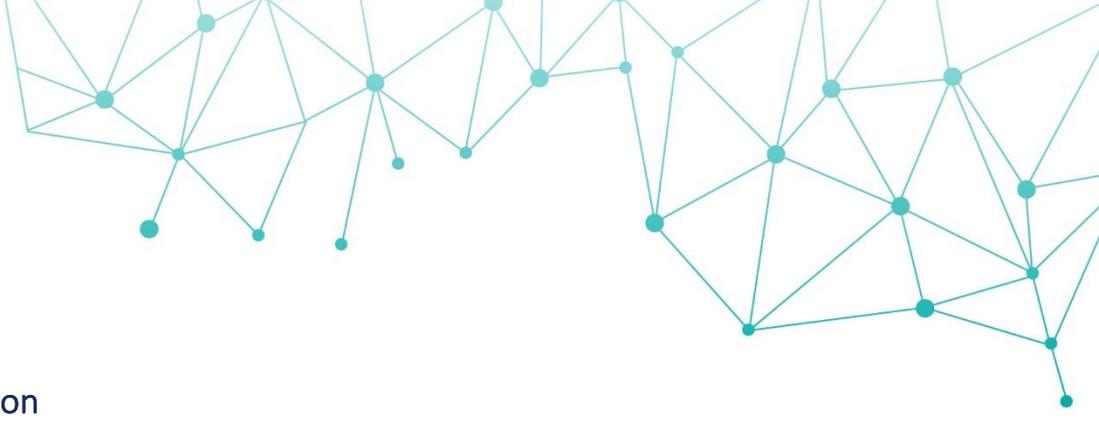


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1.0. Introduction

As an employer the Rigby Education Trust confirms their commitment to both the General and Specific Duty of the Equality Act 2010. Specifically:

- Preventing unlawful harassment, discrimination and victimisation in their own practices
- Advancing equality of opportunity, taking active steps to stimulate genuine equality of opportunity and full participation for all
- Fostering good relations between people with a protected characteristic and those who do not share that characteristic, tackling prejudice and promoting understanding

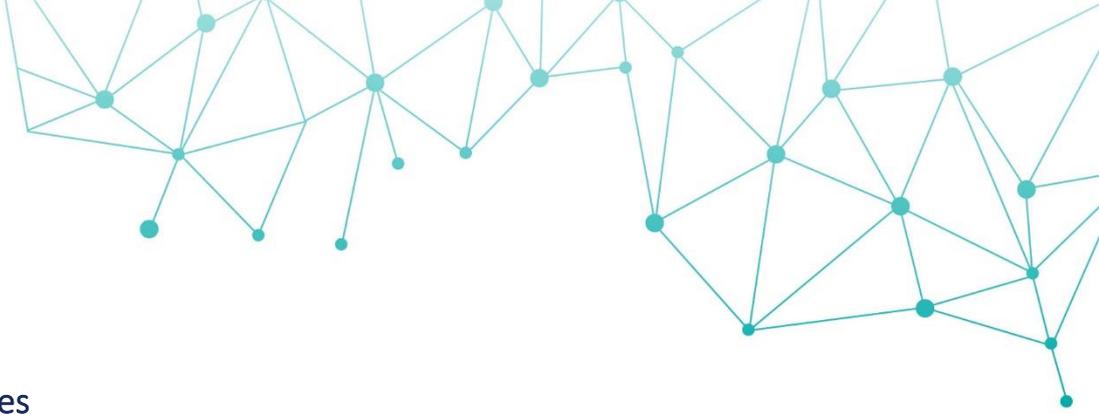
The Act sets out a series of protected characteristics and it is unlawful to discriminate against employees or service users on the grounds of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability.

The Act outlaws discrimination by perception and discrimination by association.

As per our responsibilities under the Specific Duty, an equality action plan will be produced and monitored annually.

2.0. Policy Aims

- To set out how the Trust will meet its legal responsibilities, as set out under the Equality Act
- To promote best practice throughout the Trust structures and to mainstream equality and diversity strategies in all that it does
- To promote the development and delivery of high-quality learning opportunities for 16-19 and adult learners regardless of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability and to foster good relations between staff and students who share or do not share a protected characteristic
- To promote positive action to close equality gaps in access, participation, retention and achievement



3.0. Legal duties

The Trust recognises their statutory duty to promote equality of opportunity. They have taken due regard of legislation and Codes of Practice which impact on equality and diversity and in particular the Equality Act 2010 and Counter Terrorism and Security Act 2015 ('The Prevent Duty').

The Trust recognises that good practice in equality is not about treating everyone the same, but about making careful assessment of and responding appropriately to the particular needs of individuals or identified groups.

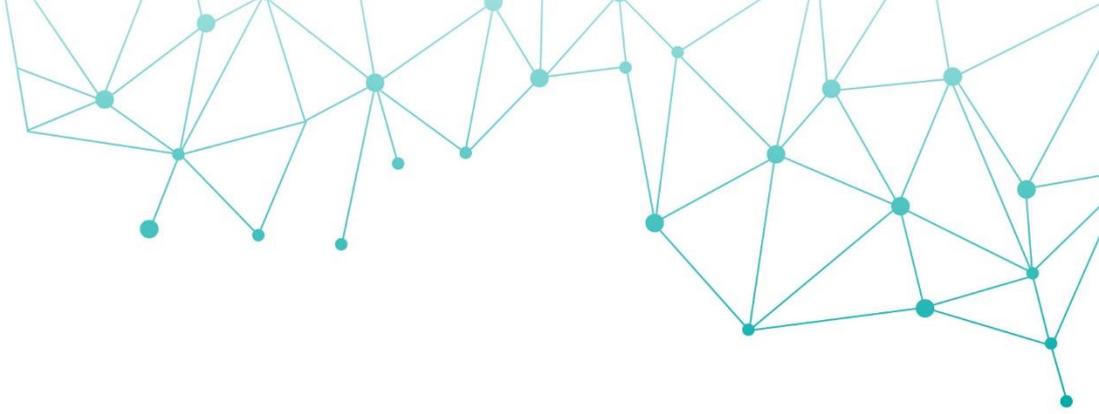
The Counter Terrorism and Security Act 2015 imposes a duty on schools and colleges to have due regard to the need to prevent people from being drawn into terrorism (The 'Prevent Duty'). The Trust is committed to integrating compliance with this duty in our work on equality and diversity.

The Trust will publish information to show compliance with the Equality Duty, at least annually and set and publish equality objectives, at least every 4 years.

4.0. Our objectives

The Trust aims to:

- Create opportunities through excellent teaching and learning for all students regardless of protected characteristics.
- Widen participation through developing a curriculum which tries to meet the needs of different kinds of learners and seeks to improve provision for currently under-represented groups. These will be identified by making careful comparison of local population data against patterns of participation post-16.
- Eliminate bullying, harassment and victimisation of staff, students and service users
- Incorporate the principles of inclusive learning to ensure the best possible fit between the needs of the learner, the curriculum and available provision, and the learning environment. This will be achieved by adapting provision to meet the needs of the learner rather than requiring learners to adapt to provision. In some cases, this will involve close working with other partners whose provision best meets the needs of the individual.



It will also involve:

- Identifying learners' specific or individual needs
- Providing resources and appropriate support
- Meeting learners' preferred learning styles and providing them with fair access to appropriate assessment
- Creating a culture where equality is advanced and all students and staff are treated with respect and viewing language or behaviour which either intentionally or unintentionally is disparaging of any individual or group regardless of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability as inappropriate. Such breaches will be dealt with according to the appropriate disciplinary procedures for students and staff.
- Providing a culture that fosters good relations between different groups of both staff and students
- Dealing with any complaints through the relevant policies for staff and students and to monitor complaints in order to identify the effectiveness of the Trust's Equality Policy and Complaints procedures

As an employer the Trust aims:

- To ensure that no job applicant, interviewee or employee will receive less favourable treatment on the grounds of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability¹
- To advance equality of opportunity by identifying groups under-represented in the work force and taking positive steps to address this
- To ensure that individuals are selected and promoted on the basis of their ability to carry out a particular job, having considered any adjustments necessary that may act as barriers to the participation of people with a protected characteristic
- To ensure that decisions about training and development are based on identified need and not on any other basis

¹ On rare occasions there may be instances where the Trust requires a job applicant to hold a certain protected characteristic due to an occupational requirement. Any occupational requirement would be reviewed appropriately prior to advertisement and such requirement would fall within the parameters of the law.



The Trust takes seriously its responsibility to foster good relations between staff and students with a protected characteristic and those who do not share this characteristic. It seeks to ensure a range of activities are provided to help encourage students to mix.

As part of the Trust's commitment to community cohesion, the Trust does not tolerate hate speech and the promotion of discrimination and prejudice.

Curriculum advice from classroom teachers also targets good relations and is monitored through schemes of work, lesson observation and student focus groups. Annual student surveys will be disaggregated by protected characteristic to monitor whether students feel the school is an inclusive environment.

This policy supports the Trust's commitment to encourage good relations between staff. The induction programme for new staff also includes an equality and diversity element and a wider training programme will ensure the Trust's commitment is ongoing in this respect.

In recognition that prejudices can take a variety of forms depending upon the group against whom they are directed, the Trust has set out a standard, for each of the protected characteristics.

Age

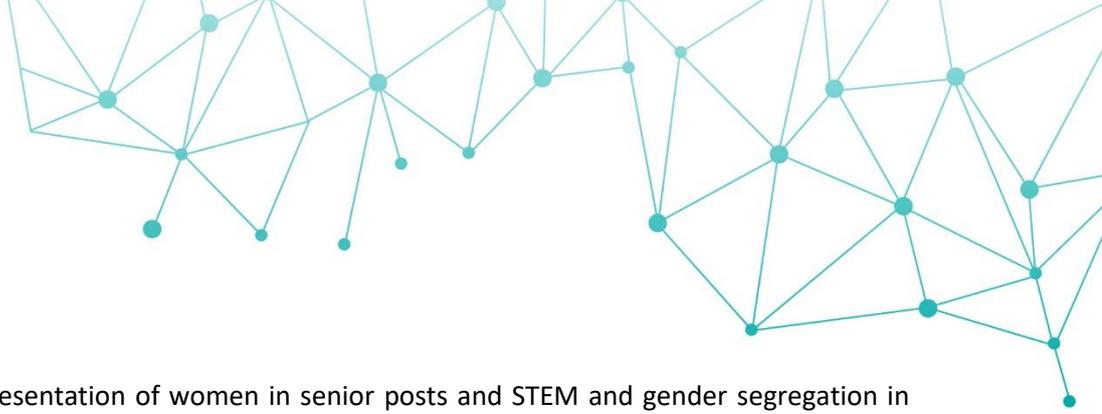
The Trust is committed to ensuring that all staff are treated fairly, irrespective of their age. Age will not be a consideration in any decisions made concerning staff recruitment and selection, opportunities for promotion or training, appraisals, discipline or capability procedures or selection for redundancy.

Disability

The Trust recognises that disabilities take many forms, both hidden and visible and welcome the definition of a disabled person as set out in the Equality Act 2010. The aim is to continue to identify and work towards dismantling barriers which exist for disabled people, enabling them to access as fully as possible all educational and employment opportunities.

Sex

It is recognised that discrimination, whether direct or indirect, based on a person's gender is unjust and it will not be tolerated. The Trust is mindful of wider issues relating to the gender pay



gap, the under-representation of women in senior posts and STEM and gender segregation in employment. The Trust is committed to promoting gender equality in all their functions.

Pregnancy and Maternity

The Trust will not treat pregnant staff or students, or those in the adoption process less favourably or discriminate against them on the grounds of their pregnancy or paternity status. Trust and school policies include processes and procedures to ensure fairness.

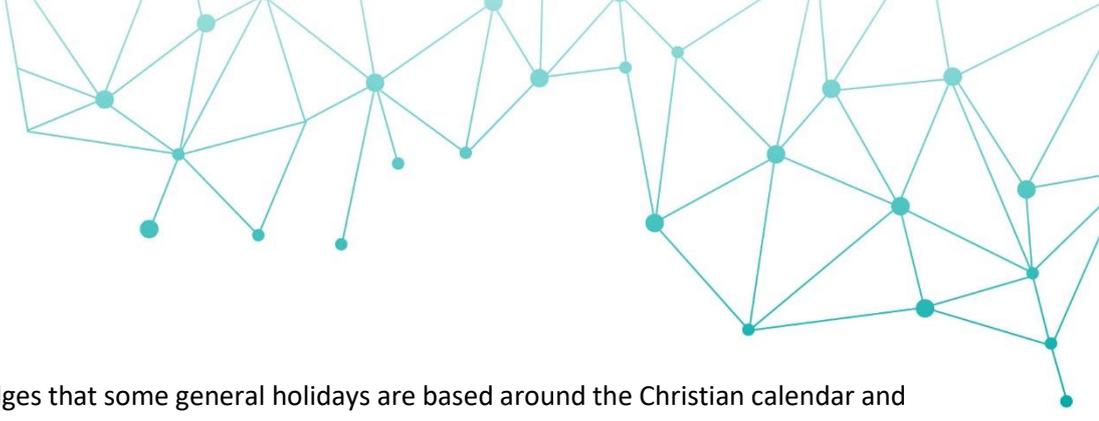
Race

The Trust will work to eliminate racial discrimination and harassment. They will keep a record of all reported racially motivated incidents. They will actively promote understanding and good relations between members of different ethnicities and will promote tolerance and respect for all races, whether or not they are represented within the school. All staff and students will be encouraged to evidence this commitment in their teaching and learning. The Trust will monitor the student intake and staff profile and to ensure diversity is maintained, which is representative of the community.

Religion and belief

The Trust welcomes religious and cultural diversity in its community and will treat everyone's views with dignity and fairness. The Trust will uphold the principle that there is a human right to freedom of thought, belief and conscience. Atheists, humanists, agnostics and those of no belief have an equal right to respect for their beliefs or absence of belief as do religious adherents. The right to manifest any thoughts and beliefs are, however, qualified by the need to protect the rights and freedoms of others.

It is recognised that scientific theory, models and facts may conflict with beliefs held by some students or staff, particularly when discussing origins of the universe, evidence, proof and truth. The Trust is committed to open and honest debate within a framework of mutual respect, empathy, and inclusion. Staff will strive to ensure that students do not become or feel ostracised or belittled because of their beliefs.



The Trust acknowledges that some general holidays are based around the Christian calendar and that some holy days of other religions may coincide with timetables. Students should inform their tutor at the beginning of their course of any request for reasonable accommodations. Staff whose recognised holy days coincide with their work should consult the Head of School. In addition, where practicable during breaks, facilities can be booked for activities to meet the religious and cultural needs of staff and students on the understanding that other Trust staff and students are neither pressurised to join in nor made to feel excluded.

Sexual orientation

The Trust welcomes the opportunity afforded by legislative changes to ensure practices are equal and fair for the protected characteristic of sexual orientation, including but not limited to those commonly known as bisexual, gay, heterosexual and lesbian. The Trust will tackle discrimination and promote equality for all orientations of staff and students, in relation to policy, practice and Trust ethos.

Gender Reassignment

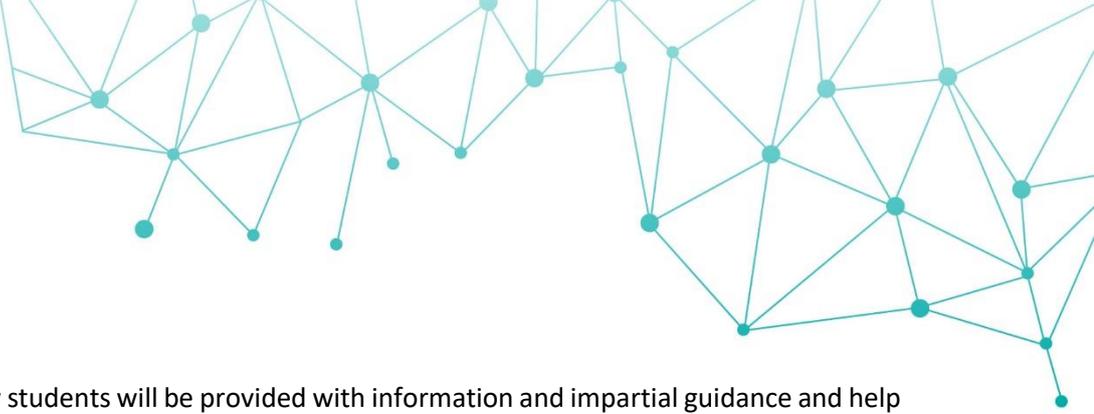
The Trust recognises gender differences and individuality and that there can be differences between physical characteristics of sex and gender identity. They will ensure practices are equal and fair for the protected characteristic of gender reassignment as defined in the Equality Act 2010. The Trust does not discriminate against people on the grounds of gender reassignment at any stage in the process, whether commenced, partial or complete, nor will they discriminate due to perception or association. The Trust will take positive steps to combat unlawful discrimination and harassment on these grounds.

Publicity

- The Trust's liaison and marketing team will recognise and reflect the Trust's commitment to equality both at Trust and at school level
- Images used in publicity materials will set out the Trust's commitment to advancing equality and will avoid stereotyping

5.0. Recruitment of students

- The Trust and LUSoM welcomes students of all social and religious backgrounds

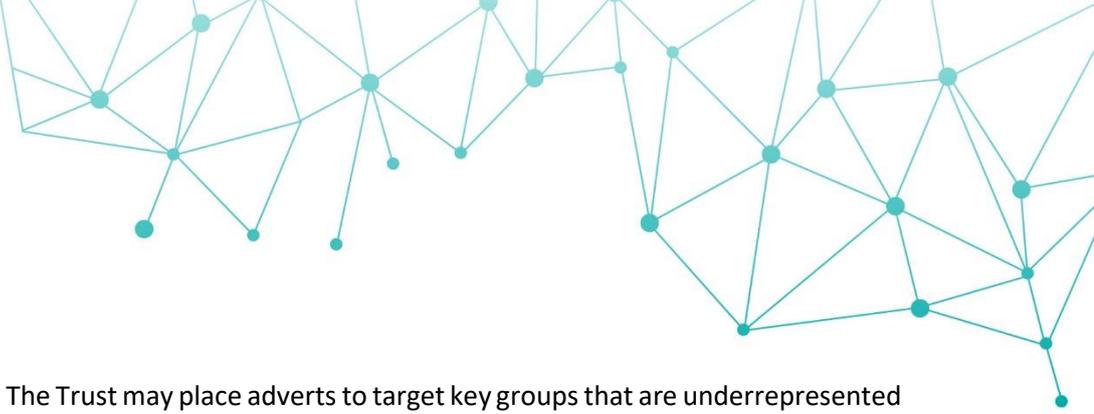
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- Before entry students will be provided with information and impartial guidance and help which ensures that they embark on programmes of study which match their prior achievement and career aspirations
 - The Trust will collect data from students on protected characteristics at both the application and enrolment stage to facilitate equality monitoring
 - No assumptions arising from a protected characteristic will be made about any student's suitability for a course
 - The Trust will be proactive in encouraging more female students and those from backgrounds previously under-represented in STEM courses (e.g. disadvantaged) to apply to Lancaster University School of Mathematics (LUSoM) and pursue careers in Mathematics and closely related subjects whilst being careful not to discourage any other applicants. This is a national challenge, but the Trust is committed to working with others towards a more diverse cohort
 - Every effort will be made to ensure that students with a disability are not treated unfavourably, as per our responsibilities under the Equality Act

6.0. Recruitment of Staff

The Trust aims to provide equality of opportunity for all staff and welcomes applications from all backgrounds and faiths. All staff are required to support the aims of the Trust as expressed in the Mission and Values Statement. Further detail is set out in the Recruitment and Selection Policy.

The Trust seeks to employ staff to represent the breadth of the surrounding area communities. Its equality objectives, annual monitoring and resulting action plan will set out its commitment to doing so.

- The Trust will set clear equality objectives in relation to staffing. With these in mind, it commits to ensure that notices of job vacancies are available to all sectors of the community irrespective of sex, race, age, religion or belief, married or civil partner status, sexual orientation, pregnancy or maternity, gender reassignment or disability.
- All external vacancies will normally be advertised through a range of advertising mediums to ensure a wide reach. There may be exceptions where the advertisement of vacancies would be inappropriate, for example where vacancies require filling immediately on a supply or temporary basis, in a redundancy situation where there is a need for internal redeployment, or to allow the Trust to comply with its duty to make reasonable

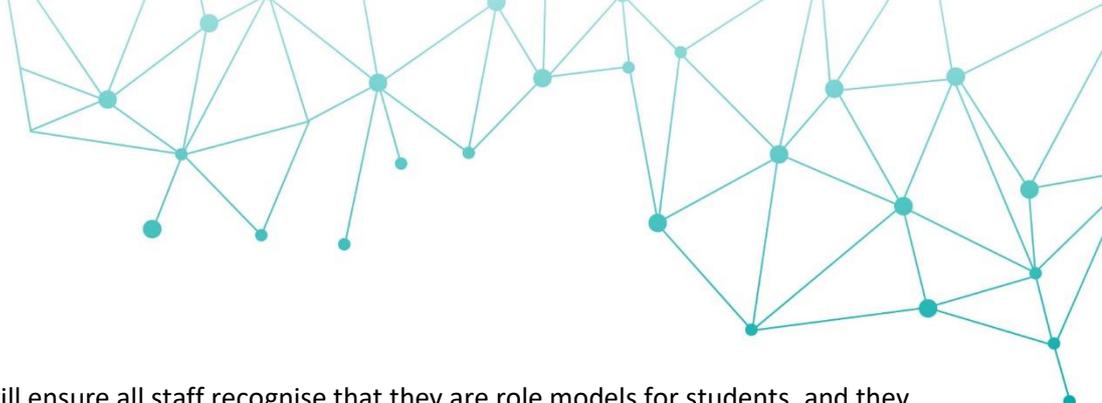


adjustments. The Trust may place adverts to target key groups that are underrepresented in its workforce.

- The Trust's distinctive nature will be emphasised
- Equality monitoring will consider the proportion of candidates who apply, are shortlisted and are selected for posts. This will be completed in relation to protected characteristics and form part of the annual action plan and review of equality objectives.
- Selection procedures, including questions asked at interview, will be open and transparent and reviewed to ensure they are consistently non-discriminatory. Exit interviews and candidate feedback will be used to review the process.
- Each applicant will be assessed according to their relevant qualifications, experience and professional competence. These factors will form the criteria for appointment and promotion.
- Recruitment procedures will be freely available to all employees and job applicants in alternative formats on request.
- The Trust has signed up to the Disability Confident scheme and as part of the scheme makes a commitment to the following:
 - inclusive and accessible recruitment
 - communicating vacancies
 - offering an interview to all candidates who declare a disability and meet the minimum criteria for the job
 - supporting existing employees
- The Trust will take steps to ensure the needs of candidates with a protected characteristic are met.
- The Trust seeks to advance equality through annual review of its equality objectives and action plan in relation to its recruitment for posts.

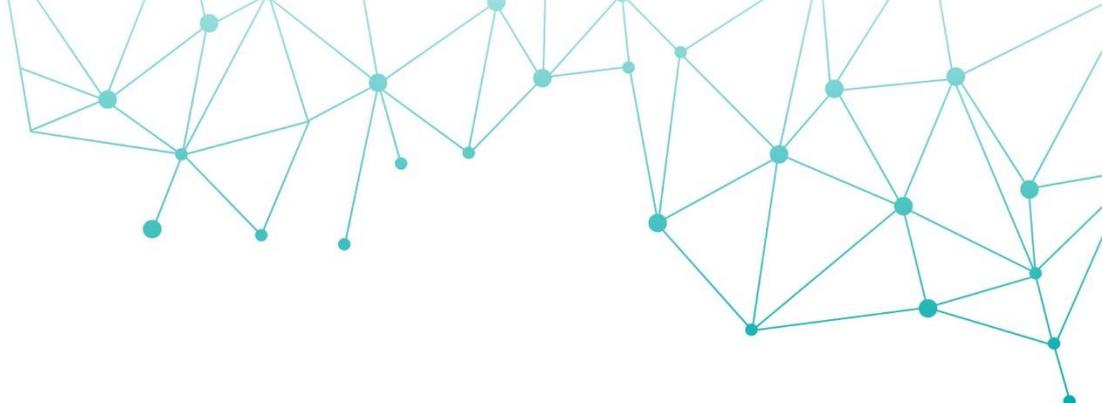
7.0. Staff Development

- Equal access to appropriate staff development will be provided for all staff and a review of access by protected characteristic will be monitored annually.
- A continuous programme of INSET and Staff Development will be set out to help ensure equality and diversity are a prominent feature of the school and of decision making
- The Equality and Diversity Policy, its objectives and equality training will form part of the induction programme for new staff

- 
- The Trust will ensure all staff recognise that they are role models for students, and they will therefore ensure that their own methods of managing young people and other adults do not run counter to the Trust's commitment to equality

8.0. Students in off-site situations

Students taking part in visits and trips will be made aware that they are protected by the policy and of what to do in the case of incident of discrimination, harassment or victimisation.



Parents

Parents will be made aware of the equality objectives and the equality and diversity policy. All material sent to parents will be reviewed to ensure it is free from bias and promotes equality.

Visitors and contractors

All visitors and contractors will be required to abide by the Equality and Diversity Policy and will be briefed as such. Arrangements with contractors, suppliers and other partners will ensure a commitment to equality.

Impact Assessment

The Trust will carry out thorough and robust impact assessments. All relevant Trust policies, procedures and practices will be assessed for their impact on different groups with a protected characteristic.

The Trust will analyse the information gathered in the staff development monitoring exercise and it will be used in the impact assessment to ensure that no one with a protected characteristic is discriminated against and to identify where equality and diversity can be promoted actively.

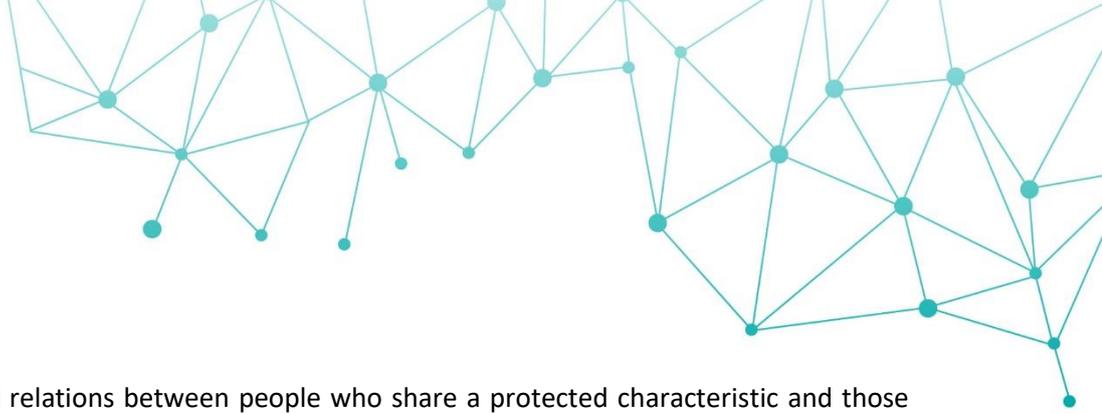
The purpose of the impact assessment is both to ensure that the Trust is well informed as to whether its decisions and activities negatively affect students, staff and other service users and stakeholders.

9.0. Accountability

The Board of Trustees

The Board of Trustees is responsible for implementing the Equality and Diversity Policy and for ensuring that it complies with current statutory requirements. The Board of Trustees has responsibility for ensuring compliance with the requirements of the Equality Act including the specific duties to publish diversity data and Equality Objectives and the general public sector duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not



- foster good relations between people who share a protected characteristic and those who do not

The Chair of the Board of Trustees and the Governance Professional are responsible for ensuring that the full Board of Trustees receives appropriate Equality and Diversity training. Trustee training will be the subject of ongoing monitoring and reports to the Board of Trustees as one of the key elements of the Trust's self-assessment and evaluation process.

The Head of School is responsible to the Trust Board for ensuring that the Equality and Diversity Policy is implemented in all aspects of school operations.

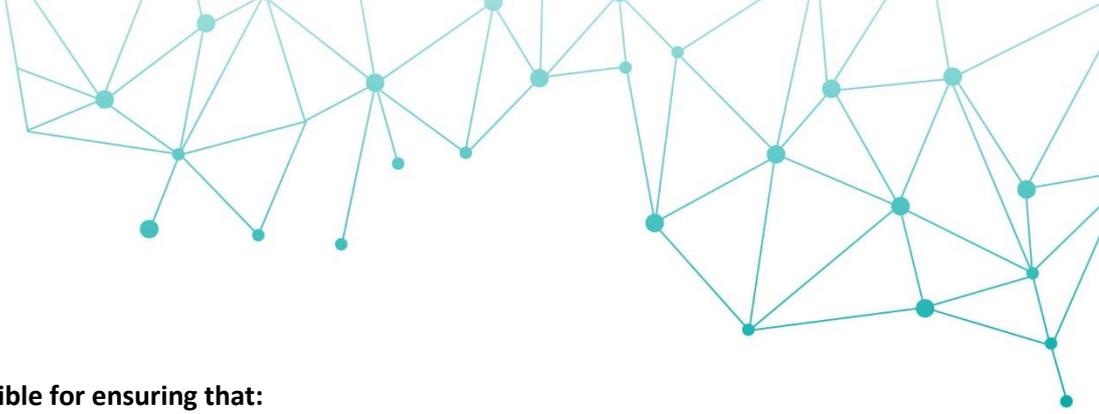
The Assistant Head (Pastoral) will be responsible for the monitoring and review of the Equality and Diversity Policy and equality objectives and the production of an annual action plan.

The Human Resources department is responsible for the monitoring and implementation of all aspects of the Equality and Diversity Policy relating to the employment of staff. This includes the monitoring of fair selection procedures and their impact on the staff profile of the Trust at all levels of management.

All managers within the Trust have a responsibility for implementing all aspects of the Equality and Diversity Policy within the area they manage, and for ensuring that effective monitoring and review systems are in place.

The Business Manager will be required to ensure that Equality and Diversity considerations underpin the procurement policy and procedures to achieve legislative compliance. The Business Manager will ensure that the key commitments of the Equality and Diversity policy are brought to the attention of all visiting suppliers and contractors during any Invitation to Tender and going forward with existing supplier relationships.

All employees of the Trust have an explicit responsibility, as stated in their job description and contract of employment, to promote and implement the Equality and Diversity Policy in all aspects of their work.



All staff are responsible for ensuring that:

- They are aware of the Trust’s statutory duties in relation to legislation
- Their schemes of work, lesson content and teaching resources are non-discriminatory and promote equality and diversity
- They challenge prejudiced and discriminatory behaviour by learners, outside contractors or other members of staff whenever practicable
- The Trust and each of its individual staff confront discrimination, whether witting or unwitting, whenever it occurs

Monitoring and Review

The Trust will monitor and publish an annual equality and diversity report that reviews progress toward its equality objectives. Annual reports will be made to the Quality and Policy Committee. The impact of the Policy and Development Plan will be evident through the Trust and School Self-Assessment Reports and any monitoring reports completed by external bodies e.g. OFSTED.

An Equality Action Plan will show progress to equality objectives and will be available on the Trust website and reviewed annually.

Details of the Trust’s monitoring activity are contained within the appendices of this policy.

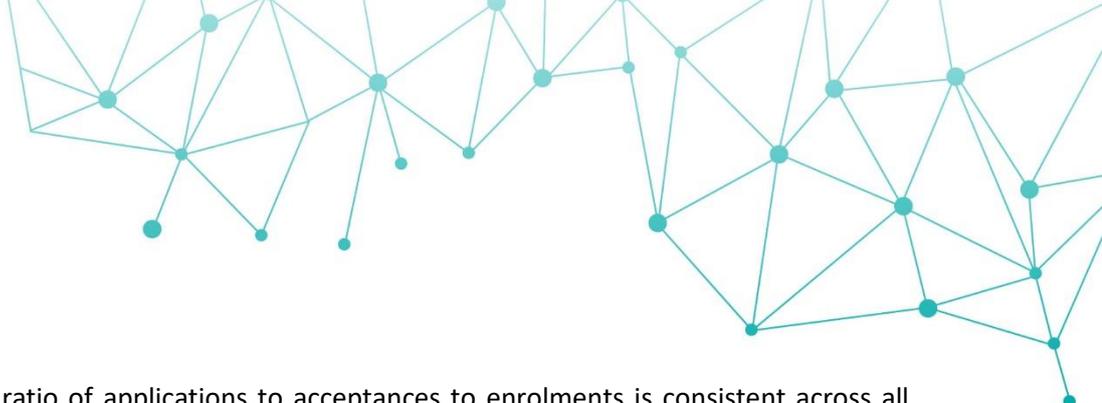
10.0. Consultation

The school will consult with staff and students through regular survey work and through focus groups. The Head of School will review equality practice and progress toward equality objectives. and provides a critical eye internally. An Equality and Diversity team with student representation will meet regularly and promote diversity and inclusion across the school.

Wider consultation will take place with groups identified through the Trust’s Equality Impact Assessment procedure.

Priorities

- Ensure all our students enjoy excellent teaching and learning.
- Close any emerging achievement gaps promptly.



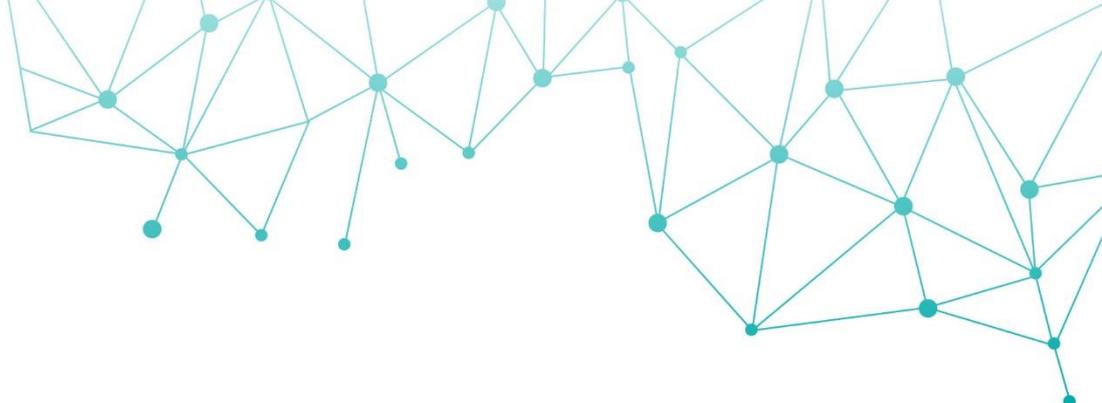
- Ensure the ratio of applications to acceptances to enrolments is consistent across all groups for whom data is collected (gender, ethnicity, religion, disability or learning difficulty).
- Promote the Trust as an employer of choice across all communities including under-represented groups.
- Continue and build on the Trust's commitment to community cohesion.

Point of Contact

If any individual has any issue to raise in connection with the provisions of this Policy, they should contact the senior designated manager for equality and diversity.

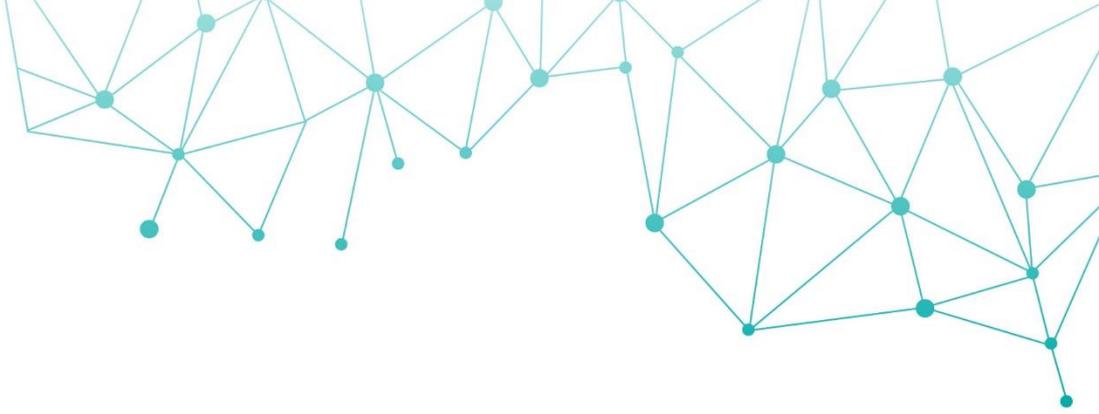
Review cycle

This policy will be reviewed every three years.



APPENDICES

- Definitions applying to this policy
- Monitoring arrangements
- Disability policy statement; students and staff



DEFINITIONS

For the purposes of the policy, the following definitions will apply:

Due regard means giving fair consideration to and sufficient attention to all of the facts. In relation to the Equality Act due regard requires consciously thinking about the three aims of the Equality Duty (eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations) as part of the process of decision making. This means that consideration of equality issues must influence the decisions reached by public bodies.

Equal Opportunities aims to ensure that no group receives less favourable treatment by virtue of one's skin colour, race, gender, ethnic origin, disability, pregnancy or marital status, age, class or sexual orientation, thereby enabling all people to have equality of access to resources, such as goods and services, facilities, premises and employment. 'Equality' refers to fairness.

Harassment There are three types of harassment which are unlawful under the Equality Act:

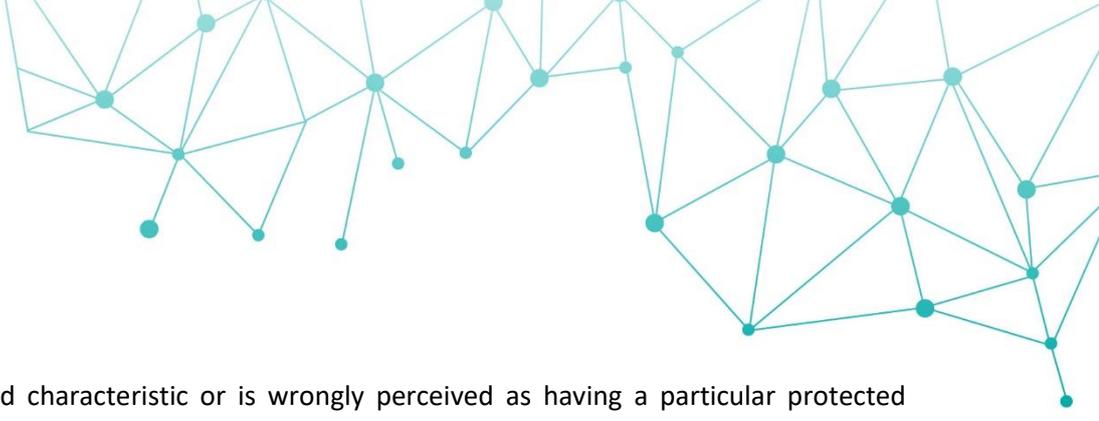
- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

Pregnancy and maternity are not protected directly under the harassment provisions.

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a person's dignity or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the student.
- The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the person to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the person who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the person is associated with someone



who has a protected characteristic or is wrongly perceived as having a particular protected characteristic.

Targets are a method of redressing any equality-based underrepresentation in the staff or student body. Ideally, targets should be linked to monitoring activity, which highlights gaps that should be dealt with. Targets are distinct from quotas in that they do not override merit-based selection.

The two main types of target are quantitative and qualitative. Quantitative targets are the number or percentage of, for example, women, ethnic minority staff or people with a disability that an organisation would aim to recruit. Qualitative targets could include a commitment to introduce equality training for everyone, or specific training for an underrepresented group, or the introduction of a new policy or practice such as flexible working.

Discrimination in Law

Direct discrimination a person is treated less favourably based on a protected characteristic.

Indirect discrimination a provision, criterion or practice applied universally, but it has a disproportionate impact to an individual or group who share a protected characteristic. This results in detriment and cannot be objectively justified.

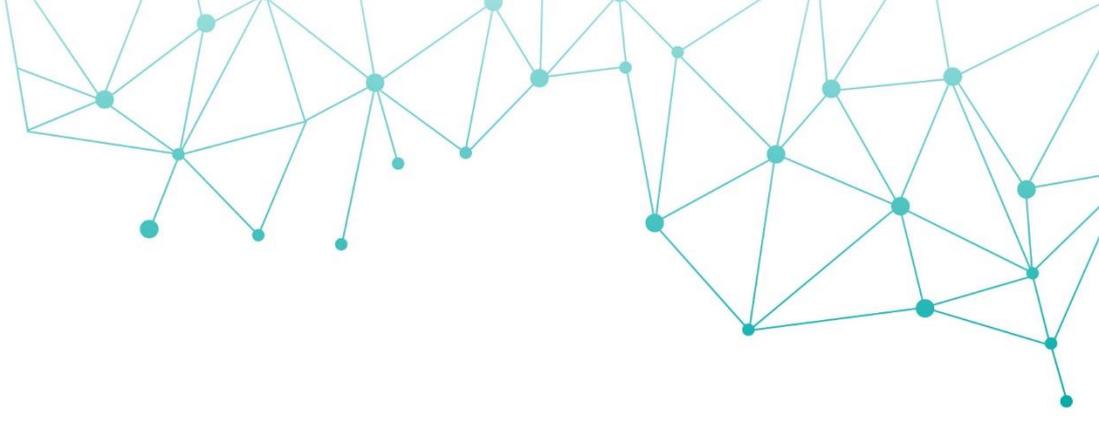
Associated discrimination means that people are discriminated against by being linked with someone with a particular characteristic, e.g. a member of staff who is a carer for a disabled relative.

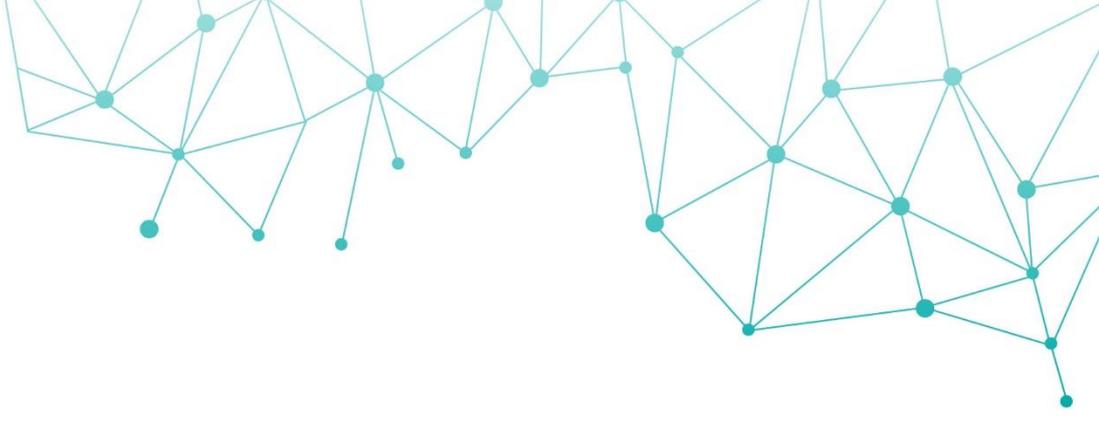
Dual discrimination means that people are discriminated against based on more than one protected characteristic.

Discrimination by perception means treating one person less favourably than someone else, because you incorrectly think they have a protected characteristic. (e.g. people think person X is 'gay' and discriminate, even though person X is heterosexual)

Positive action means the steps that an employer can take to encourage people from groups with different needs or with a past track record of disadvantage or low participation to apply for jobs.

Victimisation means treating someone unfavourably because they have taken some form of action relating to the Equality Act, e.g. made a complaint under the Act or supported somebody who is doing so, such as appearing as a witness.





MONITORING

Staffing:

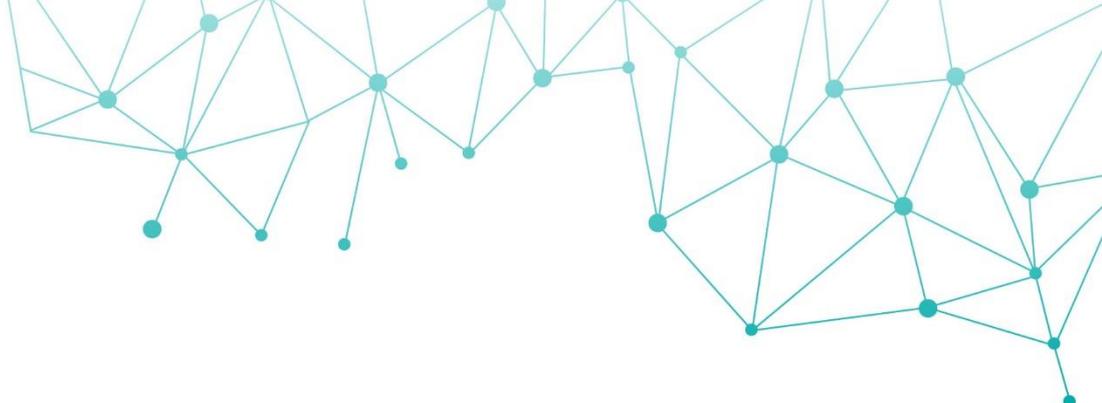
The Trust, through its HR team, will collect and analyse the following information by protected characteristics collected in the application process and when employees start work for the Trust:

- The staff profile by grade/salary scale, and type of work (e.g. management, teaching, support)
- Job application and selection success rates
- Type of contract (permanent, temporary, part time, full time)
- Training / staff development
- Pay levels (encompassing any requests from staff on possible pay gaps, such as those between men and women)
- Grievances, disciplinary and capability proceedings
- Satisfaction surveys and exit interviews

Students:

The Trust will collect and analyse data provided via MIS on the following indicators. These form part of existing systems, such as Course Review, self-assessment and lesson observation.

- Learner profiles by protected characteristic and attempts to broaden participation
- Applications, and success and failure rates for admission to programmes
- Retention rates
- Achievement rates
- Disciplinary action and exclusions
- Complaints by learners or their sponsors
- Responses to satisfaction surveys
- Attendance rates

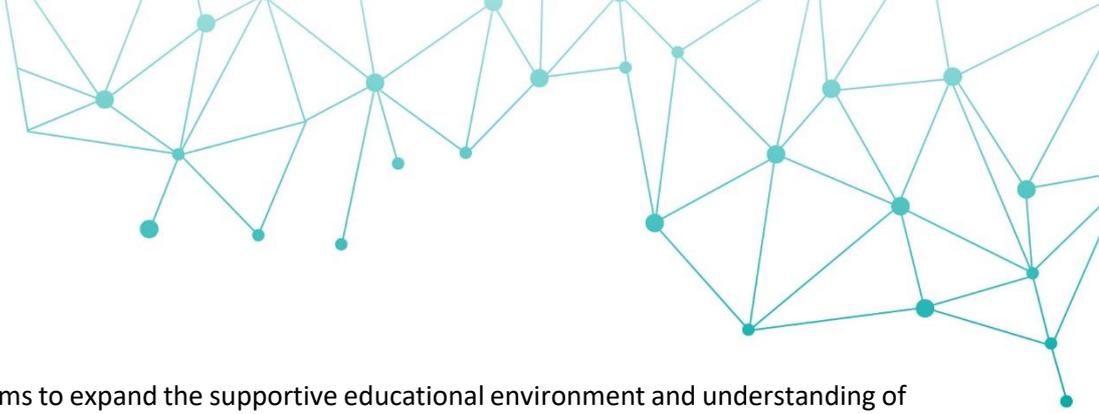


In addition:

- Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity
- Staff challenge prejudiced and discriminatory behaviour by learners, work placement providers, outside contractors or other members of staff whenever practicable
- Teaching observation reports include consideration of equality and diversity issues
- Staff evaluate such issues as part of the self-assessment process and identify areas for improvement which are included in the Trust's development plan.
- Targets are set on the recruitment, retention and achievement of learners based upon the analysis of equality monitoring information
- Assessment and Internal Verification procedures include scrutiny of equality and diversity issues
- All learners are accessing appropriate levels of support

1. Disability Policy - Students

- 1.1. The following section provides an overall policy for the Trust relating to the provision of educational facilities for students with Learning Difficulties and/or Disabilities.
- 1.2. The Trust will endeavour to provide equality of opportunity for all students and staff.
- 1.3. The Trust will plan to meet the educational needs of students with learning difficulties and/or disabilities as defined under the terms of the Disability Discrimination Act part 4 (2002).
- 1.4. The Trust will value each member of the Trust community and aim to meet his or her individual needs. They will respond positively and flexibly to the needs of each applicant and endeavour to meet their learning needs in order to maximise their achievement and ensure appropriate progression.
- 1.5. Central to the Trust mission is a commitment to inclusive learning. They will endeavour to focus on the capacity of the Trust to understand and respond to the individual learner's requirements.
- 1.6. The Trust will aim to enrol students on to appropriate supported programmes of study, meeting individual needs and offering progression. The school will undertake a rigorous initial assessment of all Year 12 students followed by further diagnostic assessment, as appropriate, in order to establish individual learner support needs.



- 1.7. The Trust aims to expand the supportive educational environment and understanding of learning styles. People with disabilities and/or learning difficulties will be assessed positively.
- 1.8. Prospective students with learning difficulties and/or disabilities are encouraged to contact and visit the school. Discussion can then take place to identify, assess and decide, in conjunction with students, parents, carers and appropriate agencies, how LUSoM can best meet the needs of students with disabilities and/or learning difficulties.

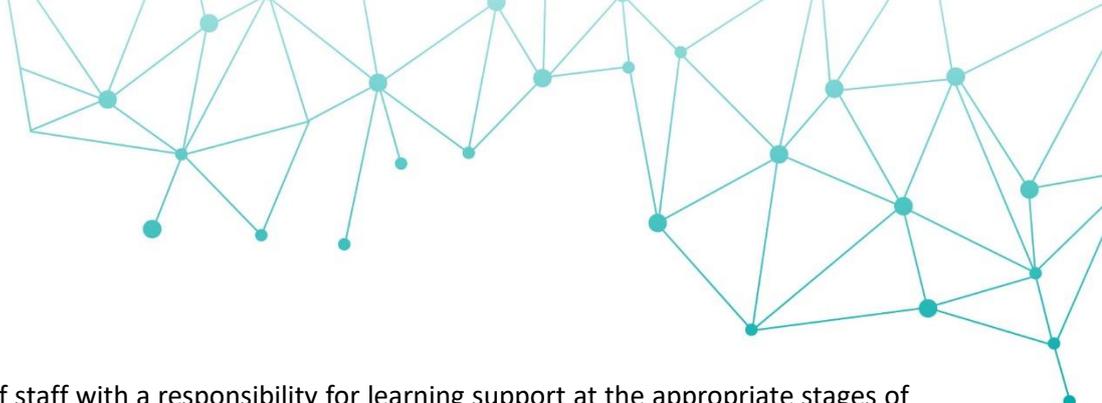
2. Who to contact?

- 2.1. Prospective applicants with learning difficulties and/or disabilities, their parents or carers should, in the first instance, contact Admissions. They may be contacted by telephone or by letter at LUSoM. In addition, the Head of School or Assistant Head (Pastoral) can be contacted for help or advice.

3. Admission Arrangements

Pre-Entry

- 3.1. The school takes students from a wide range of secondary schools. Students with learning difficulties and/or disabilities who attend these schools have the opportunity to talk to school staff and to ask them questions about the educational provision which may be appropriate for them at LUSoM.
- 3.2. The Trust holds Open Evenings/Days in the Autumn and Spring Terms. If prospective students with learning difficulties and/or disabilities wish to attend any of these, they should contact the Assistant Principal (Pastoral). They will advise appropriately and attempt to ensure that applicants' needs are adequately catered for at these events. In compliance with Disability Discrimination Act Part 4 any auxiliary aids will be provided, and documentation will be made available in alternative formats.
- 3.3. Prospective applicants with learning difficulties and/or disabilities are actively encouraged to contact and visit LUSoM on both a formal and informal basis. Appropriate discussions can take place to identify, assess and consider, in conjunction with applicants, parents and or carers and appropriate agencies, how the school can best meet individual needs.
- 3.4. The School Application Form contains a section which invites applicants to disclose if they have a disability/learning difficulty. Should an applicant indicate a need s/he will be contacted individually and, if possible, seen prior to entry. As far as is possible and practicable, applicants with learning difficulties/disabilities will be interviewed by

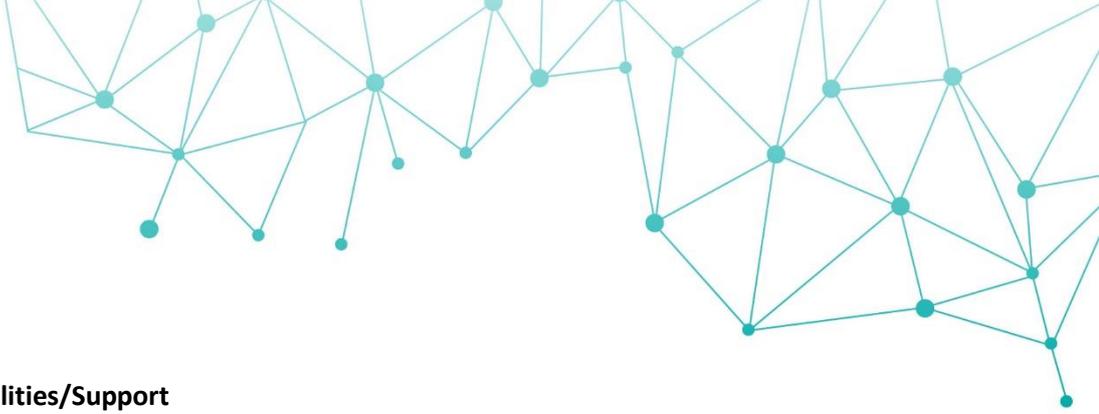


members of staff with a responsibility for learning support at the appropriate stages of the admissions process.

- 3.5. The school will develop strong and active working relationships with the relevant secondary school SENCo's, Young People's Service, Sensory Impairment Service and CAMHS. These services will be utilised to the benefit of LUSOM students, where appropriate. Regular contact and exchange of ideas/information will be maintained with these individuals/agencies. Where appropriate these agencies can be contacted to assist in the assessment of an applicant's needs and the ability of the school to meet these needs. At all times applicants will be treated individually and flexibly. The school will endeavour to support the applicant and enable him/her to reach a decision that most adequately meets his/her needs.
- 3.6. The Learning Support team hold appropriate qualifications and can assess and support students at all stages.
- 3.7. Appropriate support structures will be implemented to ensure that the needs of individual students are met.
- 3.8. Where an applicant already possesses an Education and Health Care Plan (EHCP), a review will be undertaken when the student arrives at LUSoM.

4. Enrolment

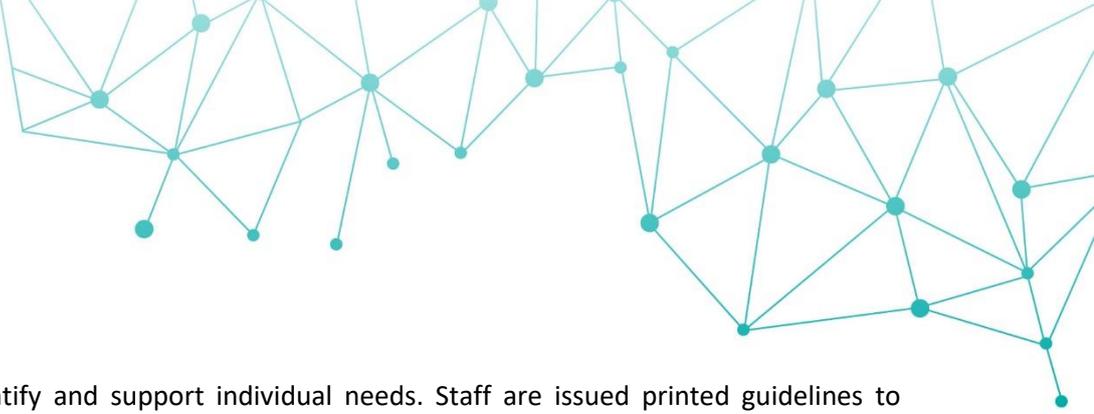
- 4.1. Applicants who have been offered a place at LUSoM will be invited to attend enrolment at the start of the Autumn Term.
- 4.2. This policy has been developed with regard to the school's current risk management plan and health & safety policy.
- 4.3. The school will respect and uphold any request for confidentiality unless this would result in a breach of the law, health and safety and/or School policy.
- 4.4. The school will endeavour to provide support in a sensitive manner – students will be encouraged and assisted throughout the process by the Assistant Head (Pastoral), who will remain their named contact during the whole admission/enrolment process.
- 4.5. External Support/Agencies may be invited to be present during this process if it is thought to be appropriate.
- 4.6. Induction support will be offered according to needs disclosed on application or at enrolment.



5. Educational Facilities/Support

On-programme

- 5.1. By rigorous counselling and advice prior to entry Trust aims to ensure that students with disabilities and/or learning difficulties are following courses which are appropriate to their abilities, needs and aspirations.
- 5.2. The Trust recognises that support for students with learning difficulties and/or disabilities is essential:
 - If these students are to be enabled to have equal access to the curriculum they have chosen If they are to progress and to achieve
 - If they are to transfer effectively from courses within and beyond the Maths School.
- 5.3. On entry all students are allocated a Tutor, who is the first point of contact for all students, parents and carers. In addition, students with a disclosed learning need or disability will already have established contact with the Assistant Head (Pastoral).
- 5.4. During the Induction Programme all students will be made aware of the relevant staff to contact should they experience either long or short-term disability or health problems and/or learning difficulties. All departments give on-going opportunities for disclosure of learning difficulty and/or disability
- 5.5. The Trust has a Data Protection Policy which deals with concerns on the capture and sharing of information.
- 5.6. As part of their Induction Programme students will:
 - Undertake an initial assessment in literacy, numeracy, and Learning Styles and a screening for SpLD. Results of these assessments will be collated and presented in an appropriate form to enhance learning and support.
 - Attend a Learning Support Assessment Interview, if appropriate.
- 5.7. For students with an identified need, the Assistant Principal (Pastoral), will liaise with subject teachers. In order that learner needs are fully supported, teachers will be informed both formally and informally and of any changes which may occur.
- 5.8. Where appropriate, suitable support strategies and external expertise/advice will be sought. These may include consideration of alternative teaching/learning methods to fit the needs, objectives and learning styles of the student.
- 5.9. The Trust's Additional Learning Support Team, which will include the SENCo and Assistant Principal (Pastoral), will aim to provide as many opportunities as possible to



help identify and support individual needs. Staff are issued printed guidelines to enable them to better recognise and support specific learning difficulties. Extra help is available to enable students to develop a wide variety of study skills and to cope with the demands of all their courses.

5.10. One-to-one additional support will be provided where Assistive Technologies will be made available, or in subject bases as appropriate. Support for students will also be delivered in-class where assessment of need demands it.

5.11. Staff will be available in both or either of these bases throughout most of the school day and students are encouraged to come and seek advice or support. Students may refer themselves, be advised to attend by subject teachers, or be assessed as needing to attend as the result of diagnostic assessment or subject reviews.

6. Additional Support

6.1. The school will employ, where necessary, additional support tutors (e.g. care assistants, interpreters, readers etc.) on a full/part time or short-term basis as and when the need arises.

6.2. Additional support for students with sensory impairment is provided by external agencies – these support both students and staff with advice and equipment. Regular meetings, case conferences and ‘in-service’ sessions are held: at all times the student’s needs and aspirations are central to the process.

6.3. Where appropriate, teaching materials are adapted for students’ use. For example:

- requests sent to publishers to relax copyright on texts to enable enlargement
- audio taping of lessons
- enlargement of duplicated notes and examination papers

6.4. Where appropriate students may be provided with coloured transparencies to enable them to overcome reading difficulties caused by scotopic sensitivity and/or be referred for diagnosis and spectacles.

6.5. When medical treatment is ongoing close liaison is maintained with students’ medical practitioners (with student consent).

6.6. Where students have a long-term chronic illness or disability staff are informed of details and the relevant action which is to be taken should a student become ill whilst at the school. If students are taking permanent medication staff are informed and

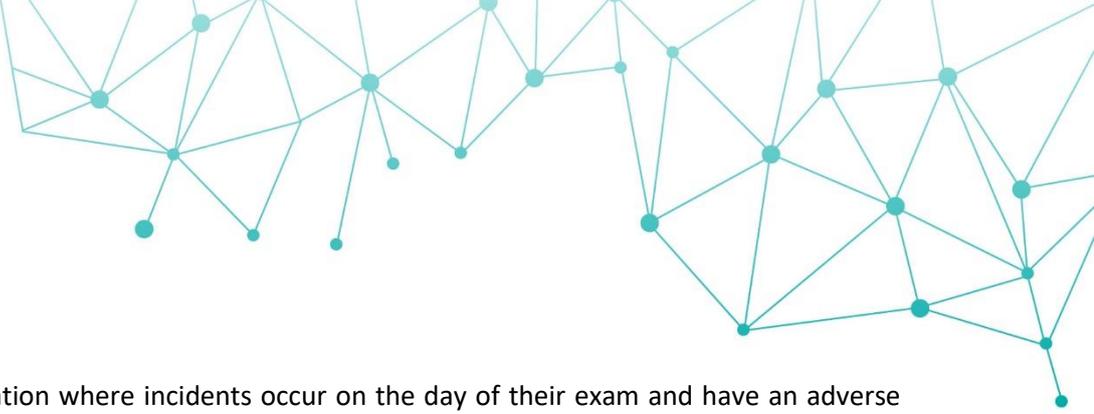


made aware of possible side effects. Medication should and can be stored safely and securely. The Business Manager will liaise with the student, parent/carer if this is necessary.

- 6.7. Should students develop acute or chronic medical conditions or a disability whilst at the school then the SENCo should be informed so that the appropriate information and support mechanisms are put into place to enable their needs to be met.
- 6.8. Named members of staff have First Aid at Work training and their names are displayed at main reception.
- 6.9. Should students suffer from emotional or psychological problems during their time at the school they would, in the first instance, be supported by the school's pastoral system and, where appropriate, be referred to the Trust counselling service. This can be done either by appointment at Student Services, or by direct appointments with the Trust counsellors. External agencies which offer appropriate support are advertised at Student Services.
- 6.10. LUSoM continues to develop an efficient Careers Guidance Service and this is supported by the Careers Service at Cardinal Newman College. The service enables the Trust to support students with disabilities and/or learning difficulties in their Higher Education or Careers choices. Links with the Additional Learning Support team are essential in assisting students to make the appropriate progression choices. Additional support is available for students when applications are in progress and advice is given to facilitate a smooth transition into Higher Education, training or employment. Relevant agencies are identified for students.

7. Examination Arrangements

- 7.1. The Assistant Head (Pastoral) will ensure that students who have learning difficulties or disabilities are not disadvantaged when undertaking examinations or assessment.
- 7.2. Liaison has been established and, where appropriate, communication takes place with the relevant department of the awarding bodies/examination boards.
- 7.3. Whenever it is appropriate, medical evidence is forwarded to support a student's application for special consideration, and if necessary staff will contact (with permission) the student's medical practitioner.
- 7.4. Students who qualify for special consideration are contacted by the Assistant Head (Pastoral), who will confirm the arrangements. Students can qualify for special



consideration where incidents occur on the day of their exam and have an adverse impact on their performance.

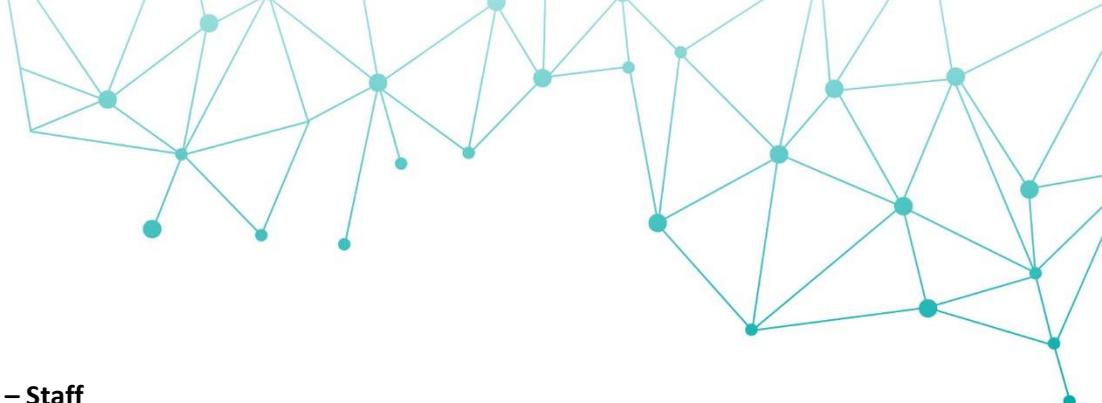
- 7.5. Where appropriate and with their consent, students may be referred to the educational psychologist. If, because of this process, a student is assessed as requiring special examination consideration the psychologist's report is forwarded to the relevant department at the appropriate examination boards. The SENCo may also assess learning difficulties and their recommendations for examination concessions are accepted by all examination boards.
- 7.6. As far as is possible and practicable, the Trust aims to be flexible in the provision of accommodation and supervision of students with learning difficulties and/or disabilities when these students are undertaking examinations or assessments. Liaison with the relevant authorities is undertaken to ensure that students' needs are adequately and appropriately met in this respect.
- 7.7. Where appropriate, reader and amanuensis provision can be made available for examinations. These access arrangements will also be available via subject classes as these arrangements refer to a student's normal way of working.
- 7.8. Other concessions including extra time, rest breaks and other sympathetic considerations are available.

8. Physical access to educational and other facilities

- 8.1. The school building has been designed and constructed accordance with the requirements of the Equality Act 2010.

9. Complaints

- 9.1. There is a common complaints procedure for all students in the Trust which is outlined in the Complaints Policy. If students, parents or carers are not satisfied with the educational provision or support which they receive within the Trust they should speak initially to their Personal Tutor. The concern will be forwarded to a member of the Senior Management Team who will investigate the concern. It is to be hoped that the problem will be solved at that stage – if necessary with the aid of external agencies or expertise.
- 9.2. The Trust is committed to gender equality, disability awareness and race equality in accordance with current legislation.



10. Disability Policy – Staff

- 10.1. The Trust is committed to the provision of equal opportunities for all. This policy sets out the Trust's commitment to both potential and actual employees with a disability and the Trust will ensure that they offer a supportive environment for any employee with a disability.

11. Objectives

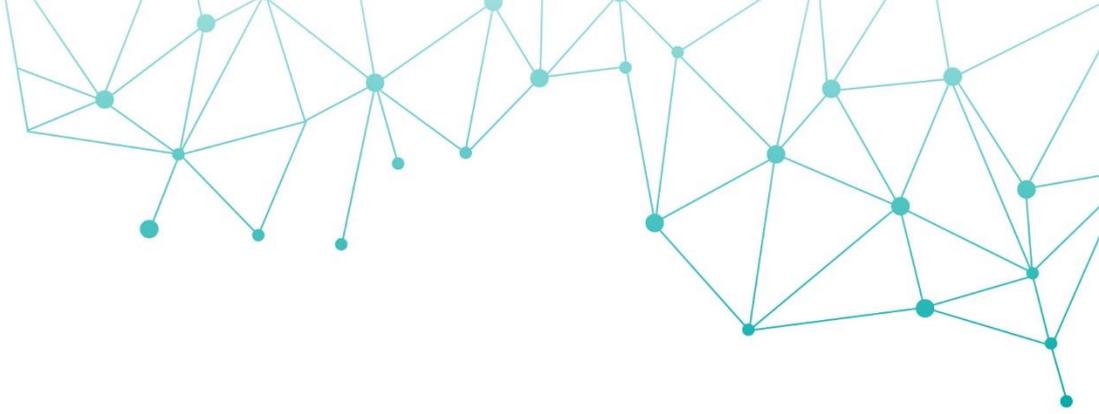
- 11.1. To welcome, enable and empower both job applicants and employees with disabilities.
- 11.2. To be flexibly responsive to the personal requirements of employees with disabilities in order to support them in their work at the Trust so that they may be fully integrated members of the Trust's community.
- 11.3. To ensure that, as an employer, the Trust obligations under the Equality Act are fully met, and that a disabled job applicant or employee does not experience discrimination in either the process of recruitment or whilst employed by the Trust.

12. Recruitment

- 12.1. The Trust will undertake to maintain its membership and commitment to the Disability Confident Scheme.
- 12.2. The Trust's selection panels will make selection decisions based on the qualifications, experience and skills of applicants in relation to the post, regardless of disability.
- 12.3. When a shortlisted applicant advises the Trust of a disability, arrangements will be made at the interview stage to meet any needs of the applicant wherever possible and reasonably practicable.
- 12.4. Wherever possible, the Trust will make such reasonable adjustments as are required to enable a successful applicant with a disability to take up a position.

13. Training and Staff Development

- 13.1. Training and staff development opportunities are available to staff regardless of any disability.
- 13.2. Where staff undertaking training or development identify additional needs in relation to access, equipment or facilities, adjustments will be made wherever possible to enable full participation in any such programmes.



14. Retention

- 14.1. The Trust will take positive steps to enable, wherever possible, the continued employment of disabled employees.
- 14.2. Where an employee becomes disabled during employment, the Trust will provide such support as may reasonably be possible to enable them to maintain or return to a post appropriate to their experience and abilities. Any reasonable adjustments to the working environment will be made.
- 14.3. The individual employee has a responsibility to inform their line manager of any changes to their condition so that reasonable adjustments to the working environment can be made.

15. Health and Safety

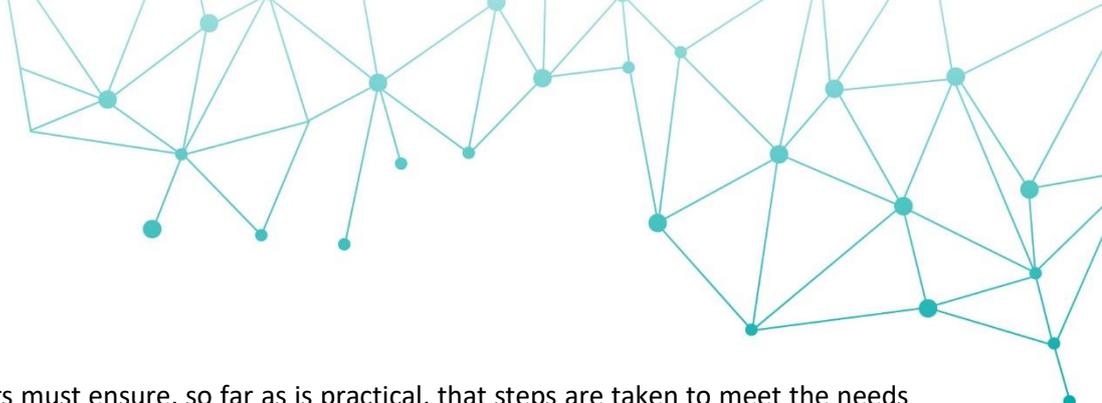
- 15.1. It may be necessary, on occasion, to make special arrangements to ensure that a person's impairment, or an issue relating to it, does not create a hazard for themselves or for others. In all cases members of staff whose disability affects their mobility will be consulted about their individual needs for evacuating the building in an emergency in a safe and dignified manner.

16. Monitoring

- 16.1. The member of staff responsible for the management of HR will maintain records of staff who declare a disability.
- 16.2. The HR Team will monitor the numbers of disabled people who apply for posts, those who are shortlisted and appointed. This information is confidentially collected through application forms and from the Equal Opportunities Form. This information will be reported anonymously to members of SLT and The Trust Board for monitoring purposes only.

17. Roles of Managers

- 17.1. LUSoM Managers are responsible for the implementation of this policy so far as their own staff are concerned. If they have a member of staff who has declared a disability, they should ensure that any adjustments are considered by discussing this with the member of staff concerned and seeking advice and support if necessary.

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- 17.2. Managers must ensure, so far as is practical, that steps are taken to meet the needs of an employee with a disability. If resources are required towards the purchase of specialist equipment the manager may need to discuss the possibility of additional funding with the Head of School or through supporting individuals to apply for the Access to Work Scheme.

18. Discrimination

- 18.1. All employees are expected to treat colleagues with dignity and respect. Any form of harassment of a disabled person on account of their disability is unacceptable behaviour and is unlawful under the terms of the Equality Act. Incidents of harassment may be grounds for disciplinary action under the Trust Employment Policies and individuals are personally liable under law.

19. Complaints

- 19.1. The Trust will seek to provide a supportive environment for staff who make claims of discrimination or harassment.
- 19.2. Acts of discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- 19.3. Staff who feel they are being discriminated against on the grounds of their disability by other members of staff should raise the matter under the Grievance procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- 19.4. If, in the course of their work, Trust staff suffer discrimination from members of the public, the Trust will take appropriate action and provide appropriate support.
- 19.5. Any discriminatory behaviour directed against staff by students will be dealt with under the student disciplinary procedure.