



*Achieving Success Together*

**Browick Road Primary and  
Nursery School  
Wymondham  
Equalities Information &  
Objectives Scheme**

**November 2017**

Approved by Governors:

Review – November 2018

**Browick Road Infant School**  
**Equality Information and Objectives**

The Public Sector Equality Duty (PSED) in the Equality Act 2010 requires us to publish information to demonstrate how we are complying with the duty, and to prepare and publish equality objectives. This work enables us to achieve a framework for action which covers all equality strands, and ensures that we meet our responsibilities in the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting and reviewing annually on our progress. This will be reviewed by our Governing Body and will cover activities undertaken in relation to our equality duties as well as those in promoting community cohesion.

We believe that having this work will:

- support our vision of achieving success together
- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, children and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources more effectively;
- help promote increased confidence in our school;
- make more effective use of our staff.

Our scheme includes our whole school – children, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

**What is the Equality Act 2010?**

The Equality Act replaced nine different acts and over 100 sets of regulations which had been introduced over several decades. It provides us with a single consolidated source of discriminatory law.

The Act requires us to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance an equality of opportunity between people who share a protected characteristic and those who do not, and
- foster good relations between people across all protected characteristics.

It integrates our statutory duties in relation to the protected characteristics of:

- gender
- race
- disability
- religion or belief

- sexual orientation
- gender reassignment
- pregnancy and maternity
- age (Age is a protected characteristic in relation to employment. This does not apply to children).

These duties apply to associated persons. For example, it is unlawful to discriminate by refusing to admit a child because his parents are gay men, and it would be discriminatory to treat a child less favourably because their parents are travellers. It is also unlawful to discriminate because of a characteristic you think a person has, even if you are mistaken.

Disability discrimination is different from the rest of the act in a number of ways. In particular, it works in only one direction - that is to say, it protects disabled people but not those that are not disabled. This means that schools are allowed, and in some cases required, to treat persons with a disability more favourably than children who are not disabled by making reasonable adjustments.

As a school we have a responsibility not to discriminate against, harass or victimise a child, or potential child in relation to:

- admissions
- the provision of education
- access to any benefit, facility or service, and
- exclusions or any other detriment.

### **Special issues for some protected characteristics**

#### Gender

We shall make sure that children of one gender are not singled out for different and less favourable treatment from that given to other children. We will constantly check that there are no practices which could result in unfair, less favourable treatment of boys or girls.

The Act does contain an exception which permits single sex sports but where this applies an opportunity to participate in comparable sporting activities will be offered to the opposite gender.

#### Race

The term race includes colour, nationality, and ethnic or national origins. Segregation of children by race is always direct discrimination. We know that claims that segregated treatment is 'separate but equal' cannot be sustained where race is concerned.

Schools are required to have in place a procedure for dealing with racist incidents. We have adopted the Norfolk LA model procedure for this purpose (see our Equalities policy).

#### Disability

Disability is defined as a physical or mental impairment which has an effect on a person's ability to carry out normal day to day activities. The effect must be

- Substantial (defined as not minor or trivial)
- Adverse
- Long-term (meaning at least a year)

Some examples of impairments that meet the definition are ADHD, autism, diabetes, cancer, cerebral palsy, HIV, multiple sclerosis, hearing impairment, facial disfigurements and mental health issues. The act also covers people who have had a disability in the past.

Discrimination against people with disabilities can take a number of forms and we shall ensure that we do not discriminate directly or indirectly. We shall not discriminate against a person with a disability because of something that is a consequence of their disability, nor shall we harass a person with a disability.

We must ensure that children with disabilities do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. We recognise that there is no justification not to make a reasonable adjustment.

From September 2012 we have had a duty to provide auxiliary aids and services as reasonable adjustments to disabled children where these are not being supplied through the SEN framework.

### Accessibility

The school has decided to align our Accessibility Plan within this piece of work.

We are committed to providing a fully accessible environment to all children, staff, parents and visitors. There is specific requirement which means we must plan strategically over time to:

1. Improve access to the **physical environment** of the school
2. Increase access to the **curriculum**, including after school and out of school activities
3. Improve access to **written information** for children with disabilities, staff, parents and visitors

See **Appendix A** for our accessibility plan.

### Religion or Belief

This definition is wide enough to cover fringe or cult religions as well as a range of philosophical beliefs (such as humanism) but is not intended to include political beliefs. A lack of religion or belief is also a protected characteristic.

The schools curriculum content is exempt. We shall, therefore, continue to deliver a broad, inclusive curriculum to which all children are entitled without fear of challenges based on religious views.

### Gender Reassignment

Protection from discrimination because of gender reassignment is new for children in the Equality Act, although employees have had protection previously. We recognise that is relatively rare for children – particularly very young children – to want to undergo gender reassignment but when a child does so a number of issues will arise which will need to be sensitively handled. There is evidence that the number of cases is increasing and we would aim to address any issues early on and in proactive way.

### Sexual Orientation

We make sure that the children of gay, lesbian or bi-sexual parents are not singled out for different and less-favourable treatment. We will constantly monitor to ensure that there are no policies or practices within school that could discriminate against such children. There is also protection for gay, lesbian and bi-sexual staff members and governors.

### Pregnancy and Maternity

It is unlawful to treat people less favourably because they become pregnant or have recently had a baby.

### Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups (see SIDP and Community Policy).

## Our School's Vision and Ethos

### VISION

#### ACHIEVING SUCCESS TOGETHER

- ❖ Children enjoy school and are successful in all areas of their learning.
- ❖ Children are challenged and encouraged to take risks in their learning within a safe and secure environment.
- ❖ Children learn to develop healthy lifestyles.
- ❖ Children will develop an awareness of the active contribution they can make to their community.
- ❖ Children's achievements with us will contribute to their future success in life.

### ETHOS

#### ONE SCHOOL – ONE COMMUNITY

- ❖ Our school is a happy school.
- ❖ Our school is at the heart of the community.
- ❖ Everyone in our school is important and valued.
- ❖ Everyone has a voice. We talk to each other and we listen.
- ❖ We work together to support and help each other.
- ❖ Everyone is encouraged to carry on learning.

## **Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the 2014 National Curriculum and EYFS Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all children.

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all children and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- promote attitudes and value that will challenge discrimination;
- provide opportunities for children to appreciate their own culture, while at the same time celebrating the diversity of other cultures ( resource books to support this have been purchased recently for our school library);
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all child groupings;
- take account of the performance of all children when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of children.

## **Our School within Norfolk's profile**

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

- 8% of Norfolk's total school population are from a minority ethnic group
- There are over 80 different languages spoken by children and young people in Norfolk schools (Wymondham Schools Cluster Data pack ,2013).
- 19.9 % children within Norfolk schools have SEN (Wymondham Schools Cluster Data pack ,2013).
- 3.9% of children within Norfolk schools have a Statement of Special Educational Needs (Wymondham Schools Cluster Data pack ,2013).
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

## Collecting and analysing equality information for children.

We continue to develop our understanding of the major equality issues in our school's functions and services. In order to do this we have collected and analysed the following equality information for our children (RAISEonline 2013):

### **At Browick Road Infant School:**

- 9.8% pupils are from a minority ethnic group: 0.8% White + Black African, 0.8% White Irish, 1.1% White + any other Asian background, 1.9% White Other, 1.1% White Western European, 0.8%, White/Indian, 0.4% Bangladeshi, 1.1% Chinese, 1.1% Indian, 0.4% Other Mixed background, 0.4% Any other Asian background
- 2.6% have a home language not believed to be English: 0.4% Bengali, 1.1% Chinese, 0.4% Hindi, 0.4% Polish, 0.4% European (Spanish)
- 50.0% are registered as having no religion, 43.2% are Christian, 1.9% Muslim, 0.4% Buddhist, 0.4% Hindu, 0.4% Jewish, 3.0% specified having other religion, and 0.9% refused to answer.
- 0% pupils have a statement of SEND (or EHCP).
- 18.8% of our children identified as having SEND. Of our school population: 7.9% are identified as having SEN linked primarily to Cognition and Learning, 7.5% are identified as having SEN linked primarily to Communication and Interaction (including children in our SRB for Speech and Language), 3.0% are identified as having SEN linked primarily to social, emotional and mental health difficulties and 0.4% are identified as having SEN linked to Physical and/or Sensory.

(Data taken from school's management systems 2015)

### Socio-Demographic Data

The Local Authority uses Education Acorn data – see Appendix B

Indicator	% School 2013	% Norfolk 2013	% National 2013
A	5.1	15.2	12.7
B	0.4	1.2	5.1
C	1.6	5.8	7.2
D	0	1.0	5.4
E	43.1	44.0	32.6
F	34.0	22.3	23.2
G	15.4	8.5	12.8
Unclassified	0.4	1.7	0.9

The attainment, attendance, exclusions and participation data of the groups mentioned above is held by the school.

We have been mindful of the laws relating to confidentiality when devising this Scheme. Although there is a statutory duty to share information, we recognise that care must be taken to ensure that any information published cannot be used to identify individuals.



In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff.

### **Collecting and analysing equality information for employment and governance.**

Our school aims to recruit an appropriately qualified workforce and governing body. We aim to be an inclusive employer that positively values the contributions of all employees in order to provide a service that respects and responds to the needs of our local population and recognises the greater diversity of the country as a whole.

We collect and analyse the following equality information for our staff:

- Numbers or percentages of staff by gender
- Numbers or percentages of staff by race
- Numbers or percentages of staff by religion or belief (if declared)
- Numbers or percentages of staff pregnant or having given birth recently
- Numbers or percentages of staff by nature of disability where disability has been declared
- Be aware of information given to management about sexual orientation and gender reassignment

Because our school has less than 150 employees we collect but do not publish this information.

We also hold the following profile information for our staff and governors:

- Applicants for employment (via local authority recruitment forms)
- Attendance (including staff training events)
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

As our school has less than 150 employees there is no requirement to publish equalities information about staff.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff. In this case it is the Head and key members of the governing body.

Actions to address the issues identified have been prioritised over the life span of our scheme and have been included in our objectives.

### **What we have achieved so far?**

This section details the evidence of what we have achieved so far in relation to the overall equality act aims.

#### **How are we eliminating discrimination (direct or indirect), harassment or victimisation?**

- Relevant policies are reviewed at least annually as part of our safeguarding framework eg. anti-bullying policy, behaviour policy, inclusion policy.
- Accessing training in the Equality Act eg. through the SENCO Essential Skills network.
- Minutes of meetings where equalities issues have been discussed eg. staff meetings, governors' meetings.
- The school monitors equality issues through its review of this scheme and through monitoring curriculum and policy provision. This is set out in our School Improvement & Development Plan, reviewed annually.
- We refer to the Index for Inclusion to support our policy reviews.

#### **How are we advancing an equality of opportunity?**

- Both genders are encouraged to participate in activities such as football club.
- The school takes steps to address inequalities recognised in the analysis of available data; a children's survey identified some inequalities in the access to ICT in the classroom. This was then addressed by staff and a follow up survey showed there was now fair access. The school has monitored access to the Virtual Learning Environment (VLE) and then worked with individual parents and children who were unable to access VLE at home.
- Reasonable adjustments being made for children's additional needs eg. ramped access, disabled toilets, use of colour in physical environments, additional fencing, nurture room, use of ipads to aid communication and learning.
- The setting up of a team of Inclusion Teaching Assistants (ITAs) to enable a team approach to support for the additional needs of individuals
- Attainment and tracking data shows where areas of inequality are being addressed eg. through intervention programmes.
- Support from Locksley Short Stay school, access to SRB provision, staff training in positive handling and medical training to support individual needs.
- Children who receive Pupil Premium funding are supported to access extra-curricular activities.
  
- Work to support children with English as an additional language with advice from Minorities Achievement and Attainment Service (MAAS).
- Playground provision to eliminate bullying eg. generous staff supervision, a "telling" ethos, playtime staff report back to Head teacher on any issues of inequality.
- Arrangements at lunchtimes to include all children, including those with food allergies
- SEAL curriculum promotes and advances an understanding of equality of opportunity for all our children.

### How are we fostering good relations?

- Aspects of the curriculum promote tolerance and friendship eg. SEAL, PSHEC, philosophy
- Links with the local community eg. Windmill and Fairland care homes.
- Links with the Wymondham cluster of schools
- Twinning arrangements with Kabafita school in Gambia and cluster arrangements with other schools.
- Visitors to the school from different faith groups eg. leading assemblies.

### **Consultation and involving people**

We appreciate that legislation states it is important for minority groups to be involved in the formulation and development of equality objectives, and we endeavour to involve as many people as possible in our community.

We involve children, staff, governors, parents and carers, and our wider school community in our equalities work. This helps ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the development of these documents.

Examples include:

- Contact with parent/carers
- Working closely with parents of children with serious allergies
- The involvement and views of parents of children in our SRB are sought.
- School community survey
- Discussions with pupils in class and school councils
- Discussions at staff meetings
- Discussions at governing body meetings
- Discussions within cluster groups
- Contact with local community groups

At the most recent survey, the following good practice was identified:

- Parents of disabled children expressed satisfaction with the reasonable adjustments made for them
- Positive response from parents about how religion and belief is taught at Browick Road – none had suffered any form of discrimination and harassment in relation to religion or belief
- A governor commented that the school employs and always calls on for support, a wide age-range of people. “The multiple layers of experience – both of teaching and life generally – brought by people from different ages is very valuable. Opportunities for professional development are offered to all staff regardless of age.”

The survey also identified the following needs:

- Improve equality of access to communication for all parents, in particular absent or non-domicile parents, with regard to school information such as newsletters etc
- Improve equality of accessibility to after-school clubs.
- Improve the range of involvement activities in place to ensure that a wide range of diverse groups, including potentially disadvantaged groups, have their views fully incorporated in our equalities data.

Discussion with children identified:

- Improve quality of access to computers during non-curricular time school regardless of ability, race, gender or disability.

### **Equality Objectives**

Following the collection and analysis of our equality data and consultation we have identified the following objectives:

- To monitor the participation of all ethnic groups in after school activities
- To anticipate the needs of a new child with a disability
- To continue to ensure inclusion of children in the SRB
- To continue to promote understanding between religious groups
- To ensure staff are fully aware and vigilant with regard to any homophobic incidents
- To increase access to the mainstream curriculum for an identified group of children within the school by developing nurture/therapy staffing and provision
- To anticipate the needs of incoming children from the Traveller community
- To collect and analyse percentages of staff by nature of disability

See Appendix A for those objectives which are part of our Access Plan.

### **Publicising our information and objectives**

Our Equality Information and Objectives can be made accessible, in the home languages of our major ethnic groups, to all persons within our local and school community in the following ways:

- School website
- Staff meetings
- Parent newsletter
- Staff induction
- Child induction through school brochure

## **Roles and Responsibilities**

In our school we all take responsibility for promoting equality, however;

### **Governors**

Our governing body will ensure that the school complies with statutory requirements in preparing, publishing, implementing, reporting on and reviewing this work.

### **Headteacher**

Our Headteacher is responsible for leading the implementation of this work. She will ensure that staff are aware of their responsibilities, are given necessary training and support and will report progress to the governing body.

The Headteacher will work the staff and governors to ensure that;

- staff recruitment, training opportunities and conditions promote equality and
- existing and planned policies are assessed for the ways in which they impact on equality
- appropriate action is taken against staff or children who discriminate.

### **Staff**

Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.

Our staff will prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

### **Children**

Our children have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

### **Visitors**

We will take steps to ensure all visitors to the school, including families, are adhering to our commitment to equality.

### **Review**

We will update and review our Equalities information on an annual basis. Our objectives can run for four years but we recognise that we may update and revise them in the light of changing circumstances or information.

Daryl Long / Chris Wilson / 2015

## Access Plan for Browick Road Infant School, Norfolk

2012-2015

### **INTRODUCTION**

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for pupils with disabilities. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to pupils with disabilities
- Ensuring that any new/modified building work undertaken for the reorganisation of the school into a primary school fully takes account of accessibility for all .

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Single Equality Scheme (2010-2013) and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

### **NOTES:**

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial

disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Norfolk has pupils, staff members and service users with disabilities.

## **VISION AND VALUES**

Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

*(See our school Ethos and Vision Statement)*

## **INFORMATION GATHERING**

- The school population draws from a mixed catchment area with the majority coming from the large market town of Wymondham. The vast majority of children starting school have had pre-school experience. The population can be fluid with professional families moving in and out of the catchment area in response to work. The town has also been subject to major development and this is a continuing trend for the foreseeable future which has increased numbers and also the number of families in social housing. The school also has a specialist resource base (SRB) for children with language and communication difficulties. The ten children in the SRB largely come from the city and south area of the Local Authority.
- The school is currently considering the impact of our plans and priorities. We have identified support for children with additional needs and how this will impact on our provision eg the setting up of a nurture room and the provision of support from a team of ITAs
- We currently have 266 pupils on roll in Years Reception, 1 and 2 and we will continue to draw from the local area, and beyond for children in our SRB for Speech and Language. In September 2015 the school will begin to reorganise into a one-form entry primary school with a new Y3 class made up of children moving up from Y2 at the school. Our intake of YR will be reduced to one class.

The reorganisation will roll out so that by September 2018 we will be a one-form entry primary.

Audit of the school's strengths and weaknesses in working with pupils with disabilities.

- Staff awareness of Equalities legislation is maintained through a programme of training and staff meetings. Staff have received training.

Our school enables pupils with disabilities to participate fully in school life and works with parents to promote this eg funding for child care in school holidays, auditing take-up of clubs, flexible provision to support their needs eg. team of inclusion TAs and nurture room provision. There is full participation in school visits and full access to all parts of the school they need to use. Access to off-site provision such as hydrotherapy is also offered.

- Any relevant school policy and procedures takes into account the needs of pupils with disabilities and provision is modified accordingly eg flexible timetabling, additional support on school trips, care plans for medicines and changing/toilet facilities.
- We are a wheelchair –friendly school with access available to all areas, except the first floor of the SRB. The layout of classrooms can easily be adapted to meet the needs of individual pupils with disabilities. Wedge cushions, writing slopes, pencil grips and large-key calculators are available in school to meet particular needs. There is a parking space allocated for adults with a disability. There is also an accessible adapted toilet facility on site where nappy-changing resources are also available. New toilets in the Reception block are now complete. There is no medical room but space is available for any care needs that arise. Staff job-descriptions include meeting the medical and personal care needs of pupils with disabilities.

As far as possible, all areas of the curriculum are available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate, an alternative activity is made available. We plan specific staff training, depending on the additional needs of our pupils, to improve access to the curriculum. For example, we have a nurture room for activities designed to promote the inclusion of children with behavioural, emotional and social difficulties and staff have been trained in Positive Play techniques. We have begun to use the Index for Inclusion resources to enable us to improve access and raise awareness. School visits are planned to enable all children access, modifying and changing venues as appropriate.

- In making written information more accessible to children we use devices such as visual timetables and age appropriate signage around the school, some of which has been designed by the children themselves. We use social stories to give information to children eg when starting a new year group which is supportive to all of the children, not just those on the autistic spectrum. Access to information for parents was an area for development highlighted in our last survey and we are currently developing this area to include use of the Virtual Learning Environment (VLE), Parent Mail and translation facilities available in the internet.



- Information is currently provided for children with disabilities in eg contact books, ipad, daily contact with parents, visual time tables, social stories.
- Outcomes for children with disabilities are monitored through the school tracking system. All children are expected to make good progress.

## INVOLVING PEOPLE WITH DISABILITIES

This plan is informed by:

- The views and aspirations of children with disabilities themselves through school council meetings
- The views and aspirations of the families of children with disabilities during reviews of individual targets, Statement (EHCP) Reviews and regular surveys
- The views and aspirations of other people in the school community with disabilities or outside agencies
- The priorities of the local authority

Feedback from the above groups informs a process of review at both individual and whole school level.

## THE PLANS

Our plans address the three areas of improving access to

- The physical environment
- Access to education, benefits, facilities and services (the whole life of the school)
- Access to information usually provided in written form

The plans will be reviewed annually, renewed every 3 years and published on our school website.

<b>EQUALITIES &amp; ACCESSIBILITY</b>			
<i>We are an inclusive school.</i>			
<b>This includes the Equalities Information &amp; Objectives Scheme (EIOS) which covers all equality issues related to the protected characteristics enshrined in the Equalities Act 2010. .</b>			
<b>Tasks</b>	Success Criteria	Responsibility & Resources	Timescale
<b>Index for Inclusion (I4I)</b> Index for Inclusion (I4I) underpins whole school practice linking to curriculum, staffing and curriculum.	The values of the I4I are embedded in our provision and all children will have equality of opportunity and access to provision.	SENDCO with all teachers & governors.	On-going
<b>EIOS &amp; Equalities Policy</b> 1. EIOS & Equalities policy monitored & reviewed & on school website. 2. Records kept of bullying & identity-based incidents on school database & action taken to address issues arising. Monitor planning, provision, policy & practice.	School meets all statutory requirements related to equalities. Action is taken to address any issues arising relating to inequality to ensure an inclusive working environment for all members of the school community	HT & SENDCO	On-going
<b>Equalities &amp; Attainment</b> 1. Monitor progress of different vulnerable groups in whole school tracking. 2. Targeted intervention in place to support vulnerable groups.	Appropriate targeted support is in place so that children make at least good progress and their attainment is comparable to school and national overall attainment.	SENDCO with all teachers.	Ongoing.
<b>Accessibility</b> 1. To identify needs of vulnerable children at admission with targeted intervention/support in place from day 1. 2. Targeted encouragement of vulnerable children to participate in extra-curricular activities & Children's University. 3. Review accessibility at building inspection & during routine risk assessments & during building projects.	School has no barriers to learning or to accessing its physical environment.	HT & SENDCO with all teachers & governors.	On-going with EIOS review with SLT in December and SEND governors in January.
<b>Monitoring and Evaluation:</b> 1. Monitored by SENDCO. To report through the SEND diary and report to SEND governors annually. Monitored by HT and outcomes contribute to SSE.			

## EducationACORN Groups and Types

EducationACORN Group		EducationACORN Type	
Indicator	Name	Indicator	Name
Group A	Contextually Challenged	1	Younger families, traditional industrial areas, educationally deprived
		2	Larger families, economic blight, low attaining children
		3	Established deprived communities, educational challenges
Group B	Deprived Foundations	4	Inner-city overcrowding, family instability, poor attainment
		5	Low-rise overcrowding, family instability, poor attainment
		6	Deprived over-crowding, multi-ethnic, educationally low-attaining
Group C	Disconnected Neighbourhoods	7	Declining post-war estates, educationally disaffected
		8	White British terraces, below average attainment
Group D	Metropolitan Aspirers	9	Impoverished Asian terraces, educationally improving
		10	Diverse metropolitan areas, average attainment
Group E	Educationally Hesitant	11	Traditional neighbourhoods, older children, educational parity
		12	Poorer established terraces, middling attainment
		13	Young families modern neighbourhoods, average attainment
		14	Younger children, non-metropolitan areas, average attainment
		15	Mature families, semi-rural towns, educationally engaged
		16	Mature families, semi-suburban, educationally engaged
Group F	Aspirational Families	17	Starter households, early years, educationally aspiring
		18	Aspiring home-buyers, modern neighbourhoods, educational expectations
		19	Fairly affluent, older families, higher educational goals
		20	Affluent well-educated parents, younger children
		21	Affluent families, older children, good attainment
Group G	Affluent Establishment	22	Managerial families, semi-rural areas, significant attainment
		23	Affluent, well educated commuter families, high attainment
		24	Most affluent, highly educated families, exceptional attainment
Unclassified	Unclassified	25	Elderly areas of mobile/temporary household spaces
		26	Military areas
		27	Unclassified

