



The **GALLERY TRUST**

A community of special schools

Equality and Accessibility Policy and objectives

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| Review cycle | 4 years |
| Version | 1 |
| Author | Matthew Selsdon |
| Role | Deputy Headteacher |

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The Local Academy Board (LAB) will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to LAB.

The Senior Leadership Team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Raise and discuss any issues.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and LAB are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information on the Equality Act as part of their induction.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in any types of bullying incidents)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in Communication, Language and Literacy, pupils will be introduced to literature from a range of cultures.
- Working with our local community. This includes inviting leaders of local faith groups to school and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

8. School characteristics

Springfield School is a special school for students with profound and multiple learning difficulties and severe learning difficulties. All students have Education, Health, and Care plans. The school is located within Witney.

Springfield School gathers the following information and data regarding students annually:

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| Ethnicity of students | Any other Asian background |
| | Any other white background |
| | Any other mixed background |
| | Black African |
| | Black Caribbean |
| | Pakistani |
| | White British |
| | White and Asian |
| | White and Black African |
| Gender | Male |
| | Female |
| | Transgender male |
| | Transgender female |
| | Non-binary / Non-conforming |
| | Prefer not to say |
| Students with home language other than English | |
| Socio-economic background of students | Pupil Premium |

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| Attainment levels | Children's attainment on entry to the school is well below that expected for their age due to their special educational needs. |
| Nature of Learning Difficulties | Profound and Multiple Learning difficulties, Severe learning difficulties, Autistic Spectrum Conditions, Cognition and Learning (C&L), Communication and Interaction (C&I), Speech, Language and Communication needs (SPCLN). |
| Cultural, faith and diversity of students | Christian |
| | Muslim |
| | Jewish |
| | Hindu |
| | Buddhist |
| | No religion |
| | Other |
| Looked after children | |
| Students on Child Protection Plans | |

The school has identified the following issues that may be barriers to effective learning:

- Special Educational Needs
- Disabilities
- Attendance levels
- Low self-esteem, low expectations
- Low income leading to difficulty in participating in some aspects of school life, and access at home to learning tools o Low parental support and expectations.
- Lack of stability in life
- Lack of external help with emotional, mental & physical well-being o Students on the Child Protection Register
- Looked After students.

9. Equality objectives

Whatever the nature of the local community, our students are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, certain images of these groups portrayed by the media and their own unconscious bias. The school's Equality Objectives should be read in conjunction with the Trust's Accessibility Policy, Equality Statement Policy, and Equality Duty Policy.

| | Equality Objective | Equality Plan |
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| 1. | Establishing, maintaining, and developing a school culture and ethos | Springfield School has a strong consistent approach to behaviour. We expect all members of the school community to celebrate pupils' success and achievements and to recognise the importance of positive shared values about behaviour. In order to ensure that all staff working in the school adopt a common approach towards pupils' behaviour whole school training communicating this policy, is delivered annually. We believe in encouraging pupils to develop all their positive abilities and qualities; this includes helping pupils learn to behave in positive ways. Staff and students work together to create a school community which is caring and respectful, regardless of special need, disability, gender, faith, race, religion and diversity. Springfield School seeks to celebrate student achievements; we believe that our students are unique individuals whose qualities, personalities and achievements will be celebrated. Springfield School celebrates personal qualities and attributes; encourage students to express themselves; share achievements with their peers and the wider school community. Springfield School involves parents, carers, and key stakeholders through regular meetings to discuss progress and attainment. Springfield School places great emphasis on the celebration and equality through the curriculum. |
| 2. | Preventing and dealing effectively with bullying and harassment | Springfield School has clear procedures and policies to deal with bullying and harassment. All students are aware that any incidents of bullying and harassment will be dealt with in accordance with the Trust's policies. Incidents are reported and addressed through the Senior Leadership Team, with records and incidents analysed to track any bullying trends. Incidents of a racial nature are reported to the Senior Leadership Team immediately. The Trust has strong links with the Schools Police Liaison Officer who is available to offer guidance and support with a range of anti-social behaviours e.g. racial discrimination. All racial incidents are reported termly to the Gallery Trust Board of Trustees. |
| 3. | Listening to students, staff, parents and others | The school welcomes the voice of students, staff and stakeholders. Senior staff are available daily from 8.00 am onwards to listen to staff concerns and to answer questions. Senior teaching staff are available to listen to students throughout the school week, including at lunchtime. The Student Council meets regularly to share concerns and so the school can consult the group on activities and proposals. The views of parents are sought through annual review meetings meet the team, parents' evenings and through informal consultation. All staff have a line manager with whom they can discuss issues and concerns. The school takes a consultative approach, ensuring equality of voice to all. |

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| 4. | Equalising opportunities | <p>The school recognises that the socio-economic profile of some students could potentially reduce their ability to access opportunities. The school has a charging policy in place and ensures that contributions to fund activities and trips are voluntary. No child is precluded from accessing an opportunity because of financial pressures. The school in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering staggered payment plans. Emphasis is placed on offering students' opportunities which may not be available to them from any other source: for example, theatre visits, sporting activities, community visits. The promotion of independence skills, such as cooking, and independent travel, are a key part of the school's offer. While the school has a school uniform, the requirements are minimal and do not include expensive items such as blazers etc.</p> |
| 5. | Informing and involving parents and carers | <p>The school tailors its communications with parents in order to meet their needs. Communication channels include home school diaries, telephone and email contact and face to face meetings. The main communication system is through Parent Mail, which offers parents/carers further opportunities to access information promptly. The school caters for any special needs that parents/carers have by adapting the method of contact. School also adapts information for parents who have English as an additional language and organises translators for those who need them. Parents are welcomed into the school, both formally through regular, scheduled meetings, and through informal meetings. An effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently re-arranged to meet needs.</p> <p>Senior Leaders and Class Teachers visit parents in their own home to aid transition. If parents need us to hold meetings in their house, we will facilitate that.</p> <p>If this is deemed to be supportive. Parents/carers can invite friends and supporters to meetings if they wish. The school works collaboratively with the organisation SENDIASS and encourages parents/carers to bring supporters with them to meetings.</p> <p>The home school diary provides daily contact between home and the school team with an account of the day.</p> <p>The school ensures that absent parents receive communications, e.g. school reports, invitations to assemblies, etc.</p> |
| 6. | Welcoming new students and helping them to settle in, effectively. | <p>The school ensures that all students have a structured and tailored introduction to the school through a carefully thought-out transition process, which is agreed after discussion with their current provision. Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to accommodate them. New students are placed into classes after consideration of their learning and social needs, and the nature of their learning difficulties.</p> <p>Each parent/carer meets with the class teacher and appropriate additional adults at a post-admission meeting as part of joining the school. This allows any concerns to be discussed and addressed early in the student's school career.</p> |

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| 7. | Addressing the full range of learning needs | <p>The school has rigorous data collection systems to ensure that any students who are at risk of under-achievement are rapidly identified and interventions are put into place to meet their specific needs. Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs. Pupil progress meetings are set 3 times a year to monitor the progress made by all learners. Attendance is tracked rigorously 6 times a year to address any issues of poor attendance before these can impact on pupil progress. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals. These reviews give parents/carers an opportunity to discuss their son or daughter's learning needs and to share their rights with professionals.</p> <p>The curriculum has been developed to address the full range of learning needs across the school, offering bespoke learning packages as necessary.</p> <p>Teachers use a variety of creative teaching approaches and detailed assessment to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p> |
| 8. | Supporting learners with particular needs | <p>All students have Learning Objectives outlining their termly targets and progress made towards each area of the Curriculum. Outside agencies such as Speech and Language Therapists, Occupational Therapists, Physiotherapist, Hearing Impairment teacher, Visual Impairment teacher are welcomed into the school on a regular basis to support students and advise staff and parents and a special school nurse works in the school 5 days a week to ensure all staff receive the necessary training and understand the specific health needs of each individual student. The school's behaviour policy and school teams support students who have particular needs due to their own personal circumstances, for example, Looked After Children.</p> <p>The school development plan features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives are reviewed and monitored through the academic year and funding is allocated to resource the initiatives.</p> <p>Bespoke learning packages are created for students who require additional support to meet educational/learning/emotional needs.</p> |
| 9. | Making the school accessible to all | <p>The school meets the needs of students with physical disabilities and reviews the physical site facilities on a regular basis. An Accessibility Plan is in place. All after school activities are accessible to students regardless of their special need, disability, and diversity. A stringent Health and Safety Policy and rigorous Risk Assessment ensures that if any issues are posed by disability, control measures are put into place to accommodate needs so that full access is maintained. Students and staff are not prevented from accessing any area of the school site at present through disability.</p> |
| 10. | Ensuring fair and equal treatment for students | <p>The school does not discriminate on any grounds and admissions to the school are based against non-discriminatory criteria. The needs of different cultures, races and religions are accommodated. Should the issue of gender reassignment, cultural or diversity issues be raised, the implementation of the uniform and other policies would be applied flexibly.</p> <p>The careful monitoring of incident reports ensures that staff do not impose stricter disciplinary penalties on any particular group, as trends would be quickly identified.</p> |

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| | | <p>Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's anti-bullying policy.</p> <p>All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively.</p> |
| 11. | Ensuring fair and equal treatment for staff and others | <p>The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process. The school follows The Gallery Trust policy that should an applicant who regards themselves to be disabled meets the essential selection criteria for a post, he or she will be automatically shortlisted for interview.</p> <p>All staff receive equal access to funding for training and professional development.</p> <p>The school follows The Gallery Trust policy "Dignity at Work" to ensure that equality, respect, and dignity are observed by staff within the workplace. Any discrimination to a member of staff would be pursued rapidly in line with appropriate policies.</p> |
| 12. | Encourage participation of under-represented groups | <p>The Local Academy Board (LAB) represents parents and the wider community. All recruitments to the LAB follow appropriate electoral procedure, including the election of teacher/parent LAB.</p> <p>Students have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into school to talk about their work e.g. the local food bank, local faith groups, local businesses.</p> |
| 13. | The school recognises its continuing duty to treat former students fairly and equally in relation to the provision of references and access to 'previous students' communications and activities. | <p>Former students are welcomed back into school for pre-arranged visits and work experience opportunities.</p> <p>The school provides references for ex-students.</p> |
| 14. | Monitoring and evaluating the policy. | <p>The school will report on disability issues on the school prospectus. The school will continually monitor and review how this policy is applied on a rolling programme and will address any concerns rapidly.</p> <p>This policy will be brought to the attention of staff and students on an annual basis.</p> |

10. Links with other policies

This document links to the following policies:

- The Gallery Trust Equality Duty
- The Gallery Trust Equality Statement
- The Gallery Trust Accessibility Plan