

EQUALITIES DUTY

LEAD: AHT Alison McNamara [2015- 2017]

September 2015

Monitoring: January 2016

Monitoring 2017

LEAD: HT [2017 – 2019]

Context:

The equalities duty brought into force an equality duty on all public bodies, which includes a general duty requiring schools and other public bodies to have due regard for the need to:

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

Advancing equality of opportunity is explained as considering the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristic
- Meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Fostering good relations involves:

- Tackling prejudice
- Promoting understanding between people from different groups

Having **‘due regard’** is described in the Government Equalities Office quick Start Guide to the equality Duty as: ‘consciously thinking about the three aims of the equality Duty as part of the process of decision making. This means the consideration of equality issues must influence the decisions reached by public bodies-such as how they act as employers, how they develop, evaluate and review policy; how they design, deliver and evaluate services and how they commission and procure from others.’

2015 – 2016: This plan complements and is consistent with the school’s ‘Raising Attainment Plan;’ ‘Accessibility Plan;’

2016 onwards: This plan complements and is consistent with the school’s ‘Raising Attainment Plan;’ and ‘Accessibility Plan.’

1. Advance equality of opportunity Remove or minimise disadvantages suffered by people due to their protected characteristic; meet the needs of people from protected groups where these are different from the needs of other people; encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Priority Groups & Evidence Base	Issues informing Objectives and Timescale	Example Activities	How To Measure Progress
<p>A] Pupils with SEN in local mainstream schools. [Outreach Evaluation Report July 2015 by ed. psychs. This included feedback and evaluation from pupils, parents, schools]</p> <p>Pupils with SEN[D] in local mainstream schools. [HT + SENCO responses to our questionnaire about their priorities for meeting needs of pupils with SEN[D]</p> <p>Impact evaluation report July 2017 of ILA training programme.</p>	<p>To raise self-esteem / confidence and increase independence</p> <p>To improve expressive and receptive language skills</p> <p>To decrease isolation and increase friendship/social opportunities</p> <p>To provide support to parents</p> <p>[over the year]</p> <p>2016 – 2017 Questionnaire to HTs of local schools. They identifying their core needs regarding teaching and learning of pupils with SEND in mainstream schools as: CPD, including teaching assistants. [TAs]</p> <p>2017 – 2018</p> <p>Professional development for TAs, increasing and sustaining capacity of mainstream schools in enabling pupils with SEN to make good progress.</p>	<p>Workshops for pupils from KS2 and KS3 [mixed, pupils from different schools]</p> <p>Communication groups, led by commissioned speech and language therapist, [SALT], providing CPD to mainstream TAs, supporting subsequent implementation of progs in own schools]</p> <p>After School Club at Avalon</p> <p>Parent support group, ad hoc advice from staff/ed psychs</p> <p>Outreach led by commissioned ed psychs</p> <p>2016 to 2017 ILA training programme developed by our educational psychologists and delivered to mainstream TAs. This covers a wide range of topics, including educational research, differentiation, communication, parent and pupil voice, promoting independence, sensory processing and more. It also provided them with a range of resources.</p> <p>Extension of Avalon’s ILA programme delivered in different mainstream schools to groups of mainstream TAs. Ongoing supervision of the first cohort of TAs to complete ILA.</p>	<p>Monitoring: January 2016</p> <p>Monitoring: 2017</p> <p>Pupil/parent/school feedback and evaluation by ed psychs EPs monitoring report to Governors Jan ’16 Progress reports [by SALT] inc to parents/school.</p> <p>SALT report to Governors Jan ’16</p> <p>Pupil/parent feedback</p> <p>ASC underway Ed psych end of year impact report to governors</p> <p>2016 – 2017 Feedback from course participants: highly positive.</p> <p>12 TAs from 5 primary/secondary schools; all scored increased confidence in their skills in all areas in evaluating their learning. Impact report to governors: autumn 1 2017</p> <p>Reports to governors termly and impact report July 2017</p>

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<p>B] Pupils with profound and complex needs/ those with limited mobility[and children/adults in wider community]</p> <p>[Ref accessibility plan]</p>	<p>To increase opportunities for hydrotherapy:</p> <p>Increase muscle tone /strength for sustained and increased mobility; independence of movement; physical and emotional well being</p>	<p>To raise money for a hydrotherapy pool [plan approved and building permission granted]; school and community initiated fund raising events; visits to school by interested parties</p>	<p>Through monies raised.</p> <p>£600,000+ raised. 2 staff skydive [ref accessibility plan previous and current]</p> <p>£700,000 raised. Plan being revised to reduce cost.</p> <p>October 2017: £775,842 raised.</p>
	<p>Insufficient time allocated by health & LA for physiotherapist. Need to have availability to ensure review of hydrotherapy programmes in particular as have not had access to review of these programmes.</p> <p>2017 – 18 [as above]</p>	<p>Commission physiotherapist one day per half term, implementing strategies/programmes, range of actions to address issues outlined.</p> <p>Her work to be supervised/delegated/supported by Profound and Complex Needs Lead</p> <p>Commission physiotherapist one day equivalent per half term, implementing strategies/programmes, range of actions to address issues outlined. Her work to be supervised/delegated/supported by Profound and Complex Needs Lead</p>	<p>Termly reports to governors</p> <p>Service level agreement Underway</p> <p>Commissioned time reduced in line with significant reduction in number of pupils with PMLD</p> <p>October 2017: appropriate physiotherapist identified and being commissioned directly by the school.</p>

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<p>C] Pupils with language needs at Avalon</p>	<p>Very limited access to SALT through LA /health commissioning. Communication central to learning and life skills as well as pupil self-confidence. Continue to build staff capacity and skills.</p> <p>2016 – 2017 [as above]</p> <p>2017 – 2018 [as above]</p>	<p>Commission SALT one day per week to work with Avalon pupils and staff</p> <p>CPD of staff, classroom visits, coaching of staff [individuals and groups], contribution to curriculum drivers, developing communication profiles; assessments to provide quality data, interventions 1:1 pupils & groups; sharing expertise with parents; joint working parents/SALT/teacher</p> <p>2016 – 2017 SALT focus on developing + reviewing communication profiles + CPD for individual staff this year [1 day per week]</p> <p>SALT commissioned 1 day per week. Priorities determined by Communication and English Lead in conjunction with RAP priorities. SALT supervised/delegated/supported by communication lead.</p>	<p>Pupil progress reports [SALT] data analysis over the year</p> <p>Report to Governors Jan '16</p> <p>Communication profiles revised and developed; CPD for staff</p> <p>Termly impact report to governors</p>
<p>Limited access to SALT through LA/health commissioning.</p>	<p>Commission SALT 1 day per week to work with groups of pupils from local mainstream schools. Provide CPD for the supporting TAs from mainstream, observe their practice and feedback, provide language baseline line and progress report on pupils to school and parents.</p> <p>2016 to 2017 Not continued following local schools' responses to what their priority needs are for enabling their pupils with SEN[D] to make good progress.</p> <p>2017 – 2018 Not continued [ref 2016 – 2017 & section A]</p>	<p>Outreach Lead termly reports to governors</p>	

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2. **Fostering good relations involves:** tackling prejudice; promoting understanding between people from different groups. Refer to actions 1,,3 and 6 in the prevent action Plan 2015 - 2016

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<p>[2 above] Social isolation of pupils with SEN. Need to increase opportunities for social interaction with a range of peers</p>	<p>Low self-esteem and limited opportunities to develop social skills of group of pupils with SEN, together with limited opportunities to make friends.</p> <p>After School Club for pupils from mainstream schools not continued 2016 – 2017 due to different identified priority by local schools.</p> <p>2016 – 2017 Provide additional opportunities for Avalon pupils to interact, socialise or learn alongside peers</p> <p>2017 – 2018 provide additional opportunities for Avalon pupils to interact, socialise or learn alongside peers</p>	<p>Invite pupils with SEN from local mainstream schools to Avalon After School Club for our pupils.</p> <p>Mendip Partnership School pupils: several events throughout the year, including reciprocal visits to each school’s arts’ weeks; MPS students supporting Avalon pupils’ skills development in art + art accreditation; for Avalon Key Stage 4 pupils, termly events learning alongside Millfield School pupils; KS4 and Sixth Form Avalon pupils visiting Millfield dance festival. A Mendip Partnership School pupil joining weekly PE with KS4 Avalon pupils; a group of MPS girls leading a personal grooming session with Avalon girls.</p> <p>Avalon pupils 16 – 18 years to participate in National Citizenship Service project, including camping on Exmoor with Strode College students and completing volunteering project together. Key Stage 4 pupils attending Strode College half day per week, as year develops they will experience lunch in the cafeteria alongside other students. Special Schools Concert together with pupils from other special schools Wells Cathedral</p>	<p>Feedback from mainstream and Avalon pupils. Outreach Lead termly report to governors</p> <p>Very low take up but positive impact for the few who did; most became Avalon pupils in Year 7.</p> <p>Underway, ongoing. Low take up.</p> <p>Highly positive impact for all young people engaged in these initiatives.</p> <p>Key stage 3 Avalon pupils attended workshops in the arts culminating in a musical/dramatic performance together with groups of pupils from other special schools at Elmwood School theatre studio.</p>

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<p>Sixth Form students</p> <p>Small cohort</p> <p>Transition preparation</p>	<p>Small number of students who would therefore benefit from learning and social opportunities with peers from another special school.</p> <p>Learning how to adapt to a new, secure, environment and to communicate with others their own age and other staff.</p> <p>Broadening the range of students who access learning opportunities in other settings through extending providers to meet their needs.</p> <p>Develop resilience and life skills ready for transition to next setting</p> <p>2017 – 2018 provide additional opportunities for Sixth Form students to interact, socialise and learn alongside peers. Access community sports facilities with these peers.</p>	<p>Differentiated offer for the student range:</p> <p>Sixth Form students at learning at another Special School’s Sixth Form Centre 1 day per week:</p> <p>Developing skills and gaining accreditations in working as part of a team; communication as part of a group and practical skills for life</p> <p>Social communication with new peers</p> <p>Working with new peers in small groups</p> <p>Local colleges: different colleges providing for the student range learning and preparation for work and some work alongside peers from another educational provision</p> <p>Sixth Form students learning alongside peers one day per week: at another special school’s Sixth Form Centre and also accessing local community sports facilities together</p>	<p>Staff observation; completion of accredited units of work in personal and social development.</p> <p>Development of skills to support their own transition from school to next setting: transition was supported with positive impact.</p> <p>Underway ref. RAP monitoring report Jan ’16 and July 2016</p> <p>2016 – 2017 Sixth Form students: have attended two different colleges half day weekly; these are also potential next placements. Sixth Form students followed an Introduction to Creative Media Studies at a local college.</p>

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<p>Preparation for work. There is a need to increase accessibility of work and also range of opportunities for young people with learning difficulties. This is part of the national Preparation for Adulthood drive.</p>	<p>A wider range of work experience placements</p> <p>Increase partnership working with agencies whose remit is to support and promote participation of young people with learning difficulties</p>	<p>Implement Preparation for Adulthood audit tool, identifying strengths and next steps in relation to preparation for work</p> <p>Extend volunteering + work experience placements</p> <p>2 members of staff to be trained as jobs coaches</p> <p>Job Centre Plus Support for Schools advisor supporting series of careers lessons</p> <p>Sessions for parents re preparation for adulthood, including Somerset’s lead for preparation for Adulthood.</p> <p>Our students providing welcome packs and meet and greet for Local authority events.</p>	