



POLICY DOCUMENT

Equality Statement

2023-2024

Contents

Aims	Page 3
Legislation & Guidance	Page 3
Links with other policies	Page 4
Equality Statement	Page 5



Aims

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Seymour Road Academy, as part of the Wise Owl Trust, prides itself on being an inclusive school whose values reflect our commitment to high expectations for all. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Seymour Road Academy will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Legislation & Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality Information and objectives
- Special Educational Needs (SEND) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy
- Emotional Wellbeing Policy
- Intimate Care Policy
- Positive Handling Policy
- Safeguarding Policy
- Supporting Children out of School (health conditions)



Equality Objectives

The school's current Equality Objectives are:

1. To promote spiritual, moral, social and cultural development through the teaching of a range of curriculum subjects, with particular reference to issues of equality and diversity
2. To promote a smooth and positive admission and transition into the school for minority ethnic pupils who are international new arrivals and/or at the early stages of language acquisition.
3. Early identification of pupils with SEND to remove barriers to learning.
4. Improve the quality of children's spoken and written vocabulary – with a particular focus on Tier 2 and Tier 3 language

How the school has developed its objectives

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:-

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are specific and measurable – they meet the school's needs and are achievable;
- The objectives are integrated into the school improvement plan;
- The school will publish its objectives on the school's website;
- The school will report annually to the Local School Committee on progress towards achieving the objectives;
- Evidence will be published on the school website of the steps being taken and the progress towards meeting these objectives;
- Evidence of steps taken and progress made towards meeting past objectives will also be published;
- The objectives will be reviewed annually and will be updated at least every four years.



School plan in relation to how its equality objectives will be met:

Equality Objective	Reasons for objective. Key issues for the school. How the objective will be implemented and who will have responsibility for monitoring the progress of the objective.	Timeframe	Progress
<p>1. To promote spiritual, moral, social and cultural development through the teaching of a range of curriculum subjects, with particular reference to issues of equality and diversity</p>	<p>Reason for the objective Increased number of disadvantaged children within the school (61%).</p> <p>Implementation Respect/WOW Curriculum, focused on core values, character and wellbeing, is applied to all aspects of learning with the fundamental British values underpinning practice. Pupils are encouraged to take ownership for their own actions, thereby providing them with the skills in which they can positively contribute to society. Throughout the curriculum pupils will be immersed in topics that address/promote the issues of diversity and equality. Assemblies and celebrations promote the cultural and ethnic diversity of the school. Activity mornings involving families promote and celebrate diversity.</p> <p>Access to a family support worker, OT, Blocks mentor.</p> <p>Monitored by SLT and PSHE Lead.</p>	<p>Reviewed Spring 2024</p>	<p>British Values links made more explicit within long-term and short-term RESPECT/WOW programme planning documents to ensure progressive coverage throughout the academy.</p> <p>Introduction of Picture News as recommended by DfE and PREVENT updates to supplement PSHE/citizenship.</p> <p>Addition of stereotypes unit to RESPECT/WOW programme.</p>
<p>2. To promote a smooth and positive admission and transition into the school for minority ethnic pupils who are international new arrivals and/or at the early stages of language acquisition</p>	<p>Reason behind Objective Increased number of children start at the school with English as an Additional Language. Currently 34% EAL with 35 different languages spoken</p> <p>Implementation Clear procedures for the admission and induction of all international new arrivals from all backgrounds updated in Spring 24. Information related to a child's individual needs (e.g. dietary, language and communication, and specific special needs/disability) to be determined at the point of admission to ensure that appropriate planning and support can be initiated in advance thereby promoting accessibility and inclusion. Language and communication to be assessed on entry to inform curriculum provision and enable a diagnosis of needs and individualisation of learning. Staff to have access to resources to support language development.</p> <p>Monitored by SLT and EAL Lead</p>	<p>September 23 (ongoing review)</p>	<p>Admission forms updated to ensure information gathering is clear and succinct.</p> <p>A broader spectrum of staff are updated regarding new starters, depending on conversation with parents. Eg EAL Lead notified where EAL has been identified.</p> <p>Dual coding throughout the school.</p> <p>Elklan Communication Friendly setting accreditation (ongoing)</p>



<p>3. Early identification of pupils with SEND to remove barriers to learning.</p>	<p>Reason behind objective 14% pupils at Seymour Road Academy are identified as having a SEND. This is slightly higher than the NA of 13%. Data analysis identified a gap in attainment between SEND pupils and all pupils.</p> <p>Implementation SENDCo and Inclusion lead are responsible for ensuring positive outcomes for pupils with SEND. Teachers to receive ongoing CPD – matching provision to need. Timely interventions/catch up implemented and monitored for impact. IEP's in place outlining area of need (targets) and suggested teaching strategies Multiagency working Specific therapies e.g. counselling, drawing & talking therapy, SALT, Play therapy.</p>	<p>September 2023 (reviewed termly)</p>	<p>SENDCo attended home visits for children joining EYFS.</p> <p>SENDCo liaising with RHOSEY and local Sure Start.</p> <p>Intervention training for support staff – RWI, Mastering Number, D&T etc.</p> <p>Nurture Lead timetable set up half termly and reviewed to ensure meeting need of pupils.</p> <p>PT sessions – non-verbal, teacher modelling (I Do, We Do, You Do), scaffolding, resources etc.</p>
<p>4. Improve the quality of children's spoken and written vocabulary – with a particular focus on Tier 2 and Tier 3 language</p>	<p>Reason behind objective 0% of pupils who enter Nursery are at ARE, with communication & language being the biggest need. EAL needs across the school (see above). Context of school and levels of deprivation within the local community means limited access to books and exposure to language prior to starting school, and outside the school day.</p> <p>Implementation Eiklan Communication Friendly accreditation. Dual coding throughout the academy / lessons and on displays. Carefully selected texts with the Reading Spine exposes pupils to a wide range of vocabulary. Explicit teaching of vocabulary during the Reading Hour alongside FASE reading and echo and choral reading. Increased extra-curricular oracy opportunities – drama club, debate club, book club etc. Tier 2 & 3 vocabulary taught in lessons and model/referred to throughout. Also evidenced on displays.</p>		<p>Reading Spine is embedded.</p> <p>EYFS Lead delivering Eiklan Communication friendly training.</p> <p>Dual coding used in the environment and to support learners in lessons.</p>

