

Single Equality Scheme Objectives

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

How are we complying? – June 2021

Objective 1 - Student achievement is monitored by race, gender, other vulnerable groups and any trends or patterns in the data that may require additional action to narrow the gap are addressed.

Since September 2020, the school has used a system called Evidence for Learning which allows staff to capture evidence against personalized targets. All students' targets originate from long term outcomes set in the student's Education and Health Care Plan (EHCP) and Annual Targets. Photographic and video evidence is linked to specific targets and illustrates progress made and levels of engagement in their learning.

For primary age students, the school uses a bespoke assessment system called Learning Pathway. The progress of each student is assessed, reviewed and monitored individually because of the wide ranging learning needs present in the school.

Progress information is examined by Senior Leadership Team and Governors annually to ensure that minority groups of students are progressing as well as other students. We analyse the overall level of progress of all students as well as those in all vulnerable groups to recognise any patterns or trends for different groups of students.

As a Special school, analysis of progress for students with Special Education Needs and Disabilities (SEND) is an ongoing process performed consistently throughout the year. This is achieved by tracking progress to ensure students are progressing well against their individualised targets. Specialist teaching and learning approaches are effectively utilised throughout the school.

The Senior Leadership Team in discussion with pathway/phase group teachers assess group progress in comparison with students with different levels of needs and use interventions where necessary and where a need is identified.

Progress data is reported to Governors annually so that trends can be identified and to determine if any further actions are needed.

The School Learning Charter dictates that:

- Students barriers to learning are effectively reduced and our skills are developed through inquiry based modification of our practice and student engagement profiling and data analysis

A wide range of assessment systems are utilised across the school providing a personalised and meaningful measure of progress for every student.

Objective 2 - All staff are aware of the school's Equality Plan

The Single Equality Policy and the Accessibility Plan is available on the school website at www.corbetsteyschool.org.uk and on the staff shared network.

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The Single Equality Policy and the school's aims and objectives with regard to equality are shared through the weekly staff bulletin.

This policy is brought to the attention of all new staff and volunteers during the induction process so that they are aware of the school's approach to equality.

Whistleblowing is encouraged and staff are reminded of this and other safeguarding reminders regularly in the staff weekly bulletin.

Objective 3 - There is an inclusive approach to ensure that all students are given the opportunity to make a positive contribution to the life of the school e.g., through involvement in the School Parliament by election or co-option; fund raising etc.

All students representing their peers on the school Parliament follow a fair and independent selection process. Students vote for someone who they feel can represent their views in the best way. School Parliament is made up of a cross section of the school age range and is a fair representation of the school population in terms of ethnicity, gender, disability and other minority groups.

Due to school closures and isolation periods because of the pandemic, face to face School Parliament hasn't been possible and we have moved to a virtual platform for these to continue.

Objective 4 - Disabled children can take part in all aspects of the curriculum, including educational visits and trips; lunchtime activities; PE and dance and assemblies

All activities in the school are fully inclusive and no students are excluded from any activity. They are all encouraged to take part in all aspects of the curriculum and educational visits, occasional after school clubs/activities and physical education at whatever level they are able to. School activities are always differentiated so that they are fully accessible to all students who may be interested in participating.

School facilities are constantly being developed to ensure they meet the developing needs of all students.

Objective 5 - Extended school activities such as breakfast and after-school clubs, day and residential trips take into account student needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status

All clubs, school trips and residential opportunities are open and accessible to all students in the school during the year constrained only by popularity and maximum numbers allowable due to health and safety issues. Clubs are offered subject to staff availability and held at lunch time rather than after school to maximise equality of opportunity to participate. All clubs reflect the diversity of the school population in terms of their range of disabilities, ethnicity, gender, etc. Residential Trips are organised by classes and all students in the classes are fully involved regardless of their disability or any other barriers. In exceptional circumstances where there are significant health and safety concerns we will work with parents and carers to allow appropriate participation in the safest way.

Due to the COVID pandemic lunch time clubs have been restricted to students staying within their allocated zones. In addition, after school clubs such as swimming has been restricted due to government guidance.

The School Learning Charter dictates that:

- All enrichment trips are selected to be accessible and relevant for all students.

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Objective 6 - Staff, students, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.

Staff, parents, and carers are invited to complete surveys on an annual cycle. Senior leadership use findings to set priorities for improving and developing our offer to all stakeholders.

Objective 7 - Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;

- High Tech Alternative, Augmentative Communication (AAC) (iPads and other devices with communication aid apps, etc.)
- Low Tech Alternative, Augmentative Communication (AAC) (signs, symbols, PECS, E-Tran systems, visual timetables, etc.)
- iPads and accessible apps
- Green Screen
- Lego
- iSandbox
- Omivista floor projectors
- Eye gaze technology
- Switch enabled resources
- Laptops and Chromebooks
- Accessible and assistive software and technology (Clicker, Widgeit, Microsoft and Google Tools, HelpKidzLearn, Twinkl, Cosmo, etc.)
- Big keys keyboards
- Touch screen monitors
- Specialist and accessible software
- Sensory room
- Visual aids
- BSL signs and symbols
- Staff Trained in BSL signing to deliver sign supported English to students that need it.

The Learning Charter dictates that:

- All students are actively involved in lessons – teaching suits for all styles of learners ensuring enjoyment, challenge and progression, providing differentiated learning through the use of a range of resources i.e. IWB/SMARTScreens, laptops/chromebooks/iPads, practical activities, games etc ...
- There is good pace throughout the lesson with personalised, challenging and high expectations of behaviour for learning
- All students have access to direct teacher time personalised to their individual needs and learning styles
- All students are engaged in activities that are designed to meet their individual learning needs and styles
- BSL Signers - Full time experienced BSL trained teaching assistants
- Additional TA staff BSL trained
- Singing and signing group sessions provide whole school opportunities to use BSL (currently virtually between classes on-site and students isolating at home)
- Priority identified for physical environment to replace lighting in classrooms from fluorescent strip lighting to suit sensory intolerant children (ASD).

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Objective 8 - Additional support for parents of children and young people with more complex needs (e.g. reporting progress; discussing needs);

The School Learning Charter dictates that:

- Teachers lead class teams to ensure effective and professional daily liaison through home/school books and support for parents and carers ensuring positive, constructive communication system
- Coffee mornings/afternoons for parents and carers foster home/school relationships/partnerships
- Genuine partnerships are fostered where family expertise and knowledge is valued and individual needs catered for in the best interests of each student

Personal Learning Goals (PLGs) ensure a continuous focus on termly targets for every student. Targets are displayed in classrooms to ensure there is a constant focus on the most relevant and functional target for every student. The Evidence for Learning parent sharing function allows photographic evidence to be shared with parents and carers and for them to share achievement at home with the school. An open two-way communication is possible through the system so that parents and carers are fully involved in their child's learning and can collaborate on suggested targets for home/school consistency.

Three termly parents' evenings or annual review meetings are offered per academic year with class teachers.

A team of three family practitioners are available to support vulnerable families or parents and carers who require additional emotional or practical help.

Objective 9 - Additional support for disabled parents/ or carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf hearing impaired parent or carer; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

- Text and phone interpreting service used where necessary
- Signed feedback on student progress available for people with hearing impairment
- Staff are trained/training in British Sign Language (BSL)
- Home school diaries use Widgit symbols to support communication between school and home

See Accessibility Policy

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

Objective 10 - Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom and corridor displays.

- All displays promote a diverse population including different races, abilities and disabilities, etc.
- PSHE and SMSC curriculum provides opportunities to recognize, accept and appreciate positives in diversity

The School Learning Charter dictates that:

- Displays celebrate the work of all students. All work to be mounted, labeled with symbols at appropriate language level and interactive where appropriate.
- Key vocabulary displayed with symbols supports all aspects of learning

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Objective 11 – Be open to recruiting disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce

- School has employed ex-students in paid and voluntary employment opportunities
- Recruitment process ensures equal opportunity

Objective 12 – Be open to recruiting disabled people to the governing board and make reasonable adjustments to ensure that they can fully participate and contribute

- Governors meeting room fully accessible with DDA compliance toilet facilities.
- Online meetings have been held since the start of the pandemic and this allows for a greater accessibility for disabled people to governors meetings.
- No barriers to joining governing board apart from possessing the required skills/experience to add value to governance of the school.

Objective 13 - Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.

- Parent Coffee Sessions – twice per week (However, these are currently on hold due to the COVID pandemic)
- Training opportunities provided and open to all parents such as Online Safety, LGFL and Clicker training offered to our own parents and carers as well as those at Havering schools who have children and young people with disabilities.
- Parents and Friends Association (PFA) open to all
- Learning Parent Partnership award achieved by the school in 2016.

Objective 14 - Provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;

- After-School and School Holiday Mainstream and CTS Swimming Sessions
- Lettings to groups and organisations with mainstream/other special school students attending
- Sensory Playground and other facilities available to provide more mixed student opportunities and community use of the school

All of the above is subject to change in line with COVID pandemic government guidance.

Objective 15 - Supporting disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings

- Students attend the same school for primary and secondary school and so do not have the same issues with transition into secondary school as other students might experience. The transition to a secondary class would be approached in the same way as each year that a child moves from one class to the next throughout their school experience.
- Young people are supported fully in their transition on to Further Education and 6th Form at age 16 by the school and Prospects Career Advisory Service. Students can now opt to stay with CTS up until 19 if appropriate.
- Education and Health Care Plans and regular Annual Reviews will provide a consistent transition process through different provision up to the age of 25.

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Objective 16 - Helping children and young people to understand others and value diversity

- Whole School Assemblies
- PSHE Curriculum, SMSC and Citizenship
- Philosophy for Children (P4C) and Books Beyond Words based discussions

Objective 17 - Promoting shared values, awareness of human rights and how to apply and defend them;

- PSHE, SMSC and RE schemes to promote pride, tolerance and understanding of rights and values
- Philosophy for Children (P4C) and Books Beyond Words based discussions

Through our behaviour policy, we ensure that rules for positive behaviour are clearly defined and displayed for reinforcement. We reinforce Jenny Mosely's Golden rules, which state what is desirable followed by clarification of what not to do:

Do be gentle	Don't hurt anybody
Do be kind and helpful	Don't hurt people's feelings
Do be honest	Don't cover up the truth
Do work hard	Don't waste time
Do look after property	Don't waste or damage things
Do listen to people	Don't interrupt

Objective 18 - Developing skills of participation and responsible action through the PSHE and SMSC Curriculum

SMSC stands for Spiritual, Moral, Social and Cultural education. It is not taught as a discreet lesson as it is integral to part of the daily school life community. It can be seen as throughout school day in a number of ways, which have been shared in the SMSC overview documentation.

All curriculum areas have a contribution to make to the child's spiritual, moral and social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will promote expected behaviours, treating all people as unique and valuable individuals and show respect for students and their families.

Through our provision of SMSC, this school will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

[Promoting Fundamental British values as part of SMSC in Schools \(November 2014\)](#)

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ELIMINATING DISCRIMINATION AND HARASSMENT

Objective 19 - Develop and adapt its procedures on anti-bullying to include equality perspectives

The school's anti-bullying policy covers the following types of bullying:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber/Online All areas of internet ,such as email & internet chat room misuse
Mobile phone threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Objective 20 - Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity

All staff are aware of their responsibilities in this and are aware of what to do and who to report incidents to. The school policies are available on the school website, in hard copy or on the school staff shared network drive. This is also regularly shared via the weekly school bulletin.

Objective 21 - Keep a record and report how these incidents are dealt with which is shared with the governing board and local authority on a termly basis

The Single Equality Policy is reviewed every three years. Our progress towards the objectives contained within this document are reviewed every year by staff and governors.

There have been no racist incidents and no bullying incidents reported this year.

Objective 22 - Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

The Single Equality Plan is reviewed every three years by governors. Accessibility Policy, Racial Incidents Policy and Behaviour Policy are reviewed on an annual basis by governors.

MONITORING IMPACT

The school collects and analyses evidence and data on children's achievement, attendance and participation by race, gender and disability, and shares this termly with the governing board. This information is used to inform strategies to raise achievement.

The governing board is required to report annually to parents on the effectiveness and success of its Single Equality Policy objectives by placing this report alongside the policy on our website.