

Equality Objectives – 2018-20

Equality objectives are designed to ensure that everyone in the school community is able to participate and that differences are recognised, respected and celebrated.

Disability

Quality provision maps will be formulated and monitored termly to ensure pupils are receiving the best strategies and at the right timing and level to help them overcome their main barriers to learning.

Interventions are in place and monitored well through a colour coded system by the SENCO. Improvements are needed to ensure the intervention identified are ones that will have the most impact on overcoming barriers and that these interventions are understood and supported in lessons across the Curriculum by all staff. Monitoring of additional provision this year has shown a disparity in access across the school and this will also need to be rectified.

The Access Curriculum and The Life Skills curriculum will enable students to understand the strengths and barriers presented by their personal disability and know who and what can support them to reach their full potential.

The Access Curriculum is now an established, embedded and effective part of the Curriculum and a useful way to use the skills and expertise of therapists to advance equality of opportunity. This will continue by including this in the school equality procedure as a standard measure. Moving forward it will be important for the whole staff team to gain an understanding of the key elements of the Access Curriculum to ensure that the student learning is generalized into other areas of the Curriculum. This will see an improvement in student learning barriers being more deeply understood and increases in adaptations and appropriate learning strategies being used across subjects.

Race, religion and belief

Our assembly programme and Life Skills Curriculum will promote and support all race, religion and beliefs as valued and an integral part of our school community.

The assembly plan and life skills plan includes stories, festivals, teaching and discussion of values from the different race, religion and beliefs in the school. There is a focus over the next year on introducing the new statutory RSHE curriculum. Families from different backgrounds will be included in the preparation and monitoring of the Sex and Relationship part of the Curriculum with the aim of outlining a Curriculum that will meet the statutory requirements whilst being sensitive to the ethnic and religious beliefs of the Link community.

Transgender

Staff will receive training on Transgender issues and gender reassignment so that they have a good understanding of how to support a child whose sense of personal identity does not correspond with their birth sex.

Training in this area is still required.

All Protected characteristics

The senior leadership team will provide additional support to families through regular phone calls or face to face meetings if monitoring shows that an achievement gap may be due to a protective characteristic.

Summer 2018

Evaluated Summer 2020