



The Sandon School Equalities Information 2018

1. The Public Sector Equality Duty has three general aims:
 - (i) To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by statute. The school will aim to eliminate this by removing or minimising disadvantages suffered by people due to their protected characteristics.
 - (ii) To advance equality of opportunity between people who share a protected characteristic and those who do not. The school will take steps to meet the needs of people from protected groups where these are different from the needs of other people.
 - (iii) To foster good relations between people who share a protected characteristic and those who do not. The school will encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low. Integration is our objective.
2. Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age, disability, gender reassignment, marital status (or being in a civil partnership), pregnancy and maternity, race, religion or belief, sex/ gender, sexual orientation. This is in relation to both any anticipatory and responsive adjustments required.
3. In compiling this equality information we have:
 - (i) Identified evidence already in school regarding equality in our policies and practice. We will have due regard for this in policy development.
 - (ii) Consulted our stakeholders to identify any weaknesses.
 - (iii) Examined how our school engages with the protected groups and identified where our practice could be improved.
 - (iv) Reviewed our staff and governor training and considered the outcomes and feedback.
 - (v) Considered reports from our Equality Manager and Governor and our analysis of school performance.
4. We have analysed this data and the needs of our school are reflected in our Access Plan and Equality Objectives.

This statement is well publicised. It will be reviewed annually. It was adopted by the Governing body on 19 March 2018.

Access Plan April 2018 – April 2020

Targets	Outcome	Timeframe	Goals Achieved
Short Term			
To review the Risk Assessments for staff and students returning to school following injury or other hospital treatments that may hinder their physical access to the school or access to teaching learning materials. To also review the information provided to staff.	Reviewed procedures to ensure they assist those with identified needs are communicated to staff and embedded in to working practices.	December 2018	
To review yellow markings for visually impaired students.	Reviewed and improved visual markings to clearly identify more difficult areas for visually impaired students and visitors.	December 2018	
Medium Term			
To improve signage and access to visitors at after school events.	To ensure that event entrances and exits are clearly identified to visits at after school events.	December 2019	
To review entrance doorways/ ramps throughout the building.	To ensure that our buildings are easily accessible for all staff, students and visitors.	December 2019	
Long Term			
To consider outside playground areas for visually impaired students, in particular drain covers, obstacles and uneven areas.	To consider improvements that would assist assess and safety, this is dependent on funding.	December 2020	
Improve external lighting.	Replaced or additional lighting in identified areas to improve safety at after school events.	December 2020	

Equality Objectives April 2018 – April 2020

Appendix C

Targets	Outcome	Timeframe	Goals Achieved
Short Term			
Review transition arrangements	The school will review the current transition arrangements for students from primary to secondary school to identify students needing additional care and support. This is in relation to both anticipatory care and responsive needs. To confirm arrangements for Head of Year 7.	September 2018	
Monitoring of Student achievements in identified groups	A system of monitoring and analysis of student's performance by identified characteristics to ensure the best outcomes for those students are achieved. Any disparities will be address through a system of targeted curriculum planning, teaching and support.	September 2018	
Medium Term			
Teaching and Learning	The Teaching and Learning needs of staff are reviewed and arrangements in place to ensure that staff are fully equipped to teach students with a range of abilities and learning needs.	December 2019	
Review management strategies of seriously escalating demand for mental health support.	To continue to work in partnership with external professionals. To continue to source additional funding and support available within limited funding landscape.	December 2019	
Long Term			
Equality Training	To review and deliver equality training to staff, governors and students.	December 2020	