

Eckington School Equality Objectives

Introduction

Our Equality Objectives have been developed in line with the Equality Act 2010 and LEAP Multi Academy Trust's Equality Strategy. These objectives are part of our commitment to promoting equality and providing an inclusive school

Our Commitment

Eckington School, LEAP MAT firmly believes that everyone has equal rights and promotes equality for all its staff/students. Staff are dedicated to "Achieving Excellence" for all their students and all work together to create an atmosphere in which everyone can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Staff share responsibility for the progress of students in their care with a disability, supporting and providing a broad and balanced curriculum which is relevant and differentiated, but which can demonstrate progression to assist them in achieving their full potential whilst at the same time preparing them to live as well-adjusted, autonomous and valued members of society.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all LEAP MAT policies are founded on these basic principles, which are embodied in each Academy's aims and values. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever their race, class, colour, creed, sex, sexuality, age or ability.

Admissions, behaviour and exclusions

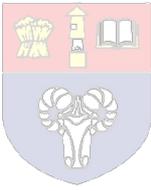
Our admissions arrangements are fair and transparent. Exclusions will always be based on the school policies. Strategies are always put in place to meet the needs of any child who may be at risk of frequent sanctions or possible exclusion. We monitor self-regulation plans to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. The school challenges all forms of prejudice and prejudice-based bullying, which stands in the way of fulfilling our commitment to equality and inclusion.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment, full respect for



legal rights relating to pregnancy and maternity, and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.



Evaluation of the current quality of the accessibility provision in Eckington School:

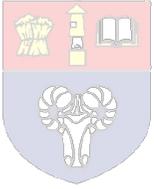
Strengths

- Health Care plans for all students with a disability or medical need that require them are in place to ensure a safe curriculum, and to ensure that enrichment and extra-curricular activities are accessible for all. These plans are available to all staff.
- We provide opportunities to raise students' awareness of disability issues and promote a positive view of disability through:- assemblies and form time, Character curriculum & subject-based curriculum
- We provide a tailored school provision to enable students with disabilities to access a full curriculum offer across all years and key stages.
- We offer support for students with disabilities from outside agencies as required (eg HI team, VI team, ASC team, Educational Psychology team)
- Appropriate specialist career advice is available for students with disabilities
- Access is in place for students with temporary or permanent disabilities for appropriate exam access arrangements to enable them show good levels of progress and secure academic success.
- Personalised timetables with specific adaptations relating to physical/emotional need are in place for identified students.
- We provide disabled visitors to the Academy with access to designated car parking spaces.
- We have link Governors with responsibility for promoting SEND and inclusion, with meetings and reports to sub-committee



Areas identified for development

- Risk assessments for all students with a disability or medical need that require them need to be in place
- We need to continue to make available for parents/carers any information that is provided in alternate formats (if requested)
- We need to ensure that any written information regarding a child's education e.g. Progress reports, are written in a user-friendly format with staff available to explain the content more fully if required
- We need to provide on-going, up to date training to all Academy staff on SEN issues, disabled students' needs and the Equality Policy
- We should continue to develop appropriate teaching and learning strategies in line with the changing cohort and key individual's needs/medical conditions
- Any adaptations to the school site should take into account the specific needs of the students with disabilities (eg the footpath for the visually impaired)
- Provision for disabled students/parents/visitors to the school needs monitoring for events such as Parents' Evening; Open Evenings; School productions
- We need to continue to review Y6/7 transition to take account of specific needs of those joining the school



- We need to continue to develop departmental working so that LOTLs have a clear understanding of how to support students with SEND in their subject area
- Continue to ensure that students with EHCPs have effective provision in place
- Review the SEND documentation (such as Achievement Support Plans) to ensure it is easy for staff to access