



**Whitefield**  
Schools

## Information Report

# Equalities statement and access plan 2017-2018

Category: Leadership

### Key Elements

This document sets out how Whitefield Schools meets its duties under the Equalities Act 2010

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**First issued:**  
September 2015

**Current updated:**  
September 2017

**Next Review:**  
September 2018

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# Whitefield Schools Equalities Statement and Access Plan 2017-2018

## 1. Introduction

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This paper is written in response to the requirements of the Equality Act 2010 to show how Whitefield Schools and Centre discharges its duty to 'have due regard for equalities', to outline the areas of the School Improvement Plan which address equalities issues and to state the school's priority objectives in the areas of equalities and accessibility. See also the Whitefield Academy Trust's SEN Policy and Pupil Premium Strategy.

## 2. Core Statements

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- Whitefield exists in order to provide for pupils who need a teaching and learning environment which is different from mainstream schooling in order for them to progress towards a fulfilling lifestyle.
- Whitefield's Mission Statement states clearly the school's commitment to 'Enjoyment, Achievement and Wellbeing for All'. This is explained in detail in the SEN policy.
- The school values the diversity of its community and aims to maintain a culture of mutual respect in which all members work positively together and support one another.
- The school actively seeks to provide equal opportunities for all to succeed, removing barriers to access and participation in learning.
- The school will not discriminate against children referred for a place at the school or treat pupils less favourably on grounds of gender, sexual orientation, transsexual status, race, disability, religion or belief.
- The school will not discriminate against adults applying for a job at the school or treat staff and volunteers less favourably in any way on grounds of gender, transsexual status, race, disability, sexual orientation, religion or age.
- The school works actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.

### **Whitefield achieves its aims by:**

- setting out clear expectations in school policies.
- developing a broad curriculum which addresses key issues relevant to equalities.
- maintaining and evaluating data on pupil progress and other key indicators.
- addressing equalities issues within the School Improvement Plan.
- identifying other issues for development within the Accessibility Plan.
- working within an ethos of positive behaviour support which promotes mental health and emotional wellbeing.





# Promoting Equality at Whitefield

## 3. School Policies

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School policies set out clear expectations within the equalities agenda.

The school's Code of Ethics, developed by a working party of staff across the school, states that all members of the school community are expected to treat one another with respect and to act on anything they see or hear which causes concern. It includes expectations of staff and pupils and a statement of pupils' rights.

The Safeguarding Policy provides a framework for protecting vulnerable children and young people and following up any concerns.

The Positive Behaviour Policy sets out an approach which seeks to improve the quality of life for all children and young people through individual planning and positive support.

The Pupil Premium Strategy and Looked After Children Policy describes how the school works to support potentially disadvantaged children and young people.

The Collective Worship Policy describes arrangements for collective worship including assemblies appropriate to a multicultural community.

The annual summary of Achievement and Progress shows how data is analysed to check that no key groups are disadvantaged.

## 4. The School Curriculum

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The school has developed a bespoke curriculum that complements and extends the National Curriculum. Whitefield's curriculum is designed around four interlinking pathways which ensure that all pupils receive a truly personalised education through which they can fulfil their potential. 'Pupil Voice' is a very important factor in planning activities and identifying targets.

Since 2014 the curriculum for young people Post 16 has included a pathway with direct links to employment so that young people with SEN are enabled to move to the world of work.

The school improves the delivery of the curriculum to all pupils through a total communication environment enabling all pupils to access information at an appropriate level through speech, sign, symbols and non-symbolic communication.

The curriculum includes education for a diverse society at a level appropriate to different groups of pupils, as set out in the Programmes of Study for Humanities and PHSE and the guidance on Relationship and Sex Education.

The school actively promotes its pupils' spiritual, moral, social and cultural development through a range of activities, including daily collective worship and weekly assemblies, exceptional expressive arts provision and community visits.

Heads of School ensure that teachers plan activities to meet the educational and social needs of girls in a school where the ratio of boys:girls is 3:1.



The school environment shows positive images of people across the whole community. Wall displays and electronic images on digital signage and the school website celebrate how all pupils at Whitefield can enjoy learning and achieve.

## 5. Pupil Premium

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Pupil Premium is used to promote the progress and wellbeing of pupils from deprived backgrounds. The school's priorities in using pupil premium are:

- to provide additional speech and language therapy to develop communication and interaction as appropriate for individual children and young people.
- to provide additional occupational therapy so that sensory needs are met.
- to use After School Clubs, Holiday Clubs and the Befriending Scheme so that all pupils have the opportunity to extend their learning outside the school day.
- to provide additional opportunities in school to access expressive arts so that pupils from all backgrounds are able to take part in cultural activities.
- to provide activities which support mental health and emotional wellbeing so that children and young people with mental health needs are helped to develop resilience.
- to provide specialist equipment, including information and communication technology, to support teaching and learning for individual pupils so that all pupils have the best opportunity to make progress.

Specific pupil premium funding for children who are looked after is used on an individual basis following discussion between the designated teacher, career and classroom staff.

### **Data about the school population and the outcomes for different groups**

Whitefield maintains data on its pupil population in terms of:

- age
- ethnicity
- home language
- SEN and disability
- deprivation as indicated by entitlement to Free School Meals/Pupil Premium
- Children who are looked after

The school uses this data to evaluate curriculum outcomes. The result of this evaluation is published annually and presented to the Directors and the Local Governing Body. In 2016/17, as in all recent years, the evidence shows that pupils are not disadvantaged by reason of their gender or ethnicity and that Children who are looked after and children in receipt of pupil premium achieve as well as other pupils with a similar SEND profile and similar starting points. The factor which has the most consistent impact on pupil achievement and progress is each pupil's specific SEND.

Behaviour leads analyse records of challenging behaviour in order to identify any behaviour which may have its roots in prejudice. There were no reportable incidents of bullying during 2016/17. Individual pupils who may use



inappropriate language to describe other people will be supported to understand the implications of such comments.

Whitefield also maintains data about gender, ethnicity and disability in relation to staff, in order to monitor and investigate any apparent disadvantage in terms of appointment, promotion, appraisal and disciplinary procedures.



## 6. School Improvement

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School Improvement Plans consider curriculum and policies and possible improvements to the physical environment in order to give all pupils equal opportunities to achieve. The Senior Leadership Team seeks to identify any inequalities and takes action to address them within the School Improvement Plan.

Other improvement projects may take place outside the formal School Improvement Plan.

## 7. Responsibilities

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- The Senior Leadership Team, led by the Principal, takes corporate responsibility for ensuring that the school meets its duties under the Equality Act. SLT takes full account of all relevant issues in relation to recruitment, personnel management, teaching, learning and curriculum and the School Improvement Plan.
- Directors of the Whitefield Academy Trust monitor compliance with legislation.
- Members of Whitefield's Advisory Council receive and scrutinise reports on the use of pupil premium.
- The Vice Principal is responsible for evaluating pupil progress data and for ensuring that policies are regularly reviewed.
- The Heads of the three schools within Whitefield and the Director for Teaching Schools are responsible for ensuring that material relevant to equalities is embedded in induction, ongoing professional development and advanced courses and that all staff are well informed about their duties in this area.
- The lead Family Support Teacher is responsible for monitoring partnership with parents and carers.
- All staff are expected to behave in a professional and respectful manner towards other members of the community.
- All staff are expected to follow up any incidents which may indicate discrimination, bullying or lack of respect by challenging the perpetrator directly, by alerting the class teacher in the case of a pupil or by making a report to the appropriate line manager.

## 8. Recent developments with implications for equalities

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Within recent School Improvement Plans (2015/16 and 2016/17) the school has addressed the following relevant areas:

**Assessment and Progress** – developing more efficient systems to record progress so that any pupils making slower progress can be identified and supported in a timely fashion and introducing more finely graded assessment via CASPA which makes it easier to compare the progress made by different groups of pupils.

**Provision for Early Years** - developing facilities around the School so that all EYFS pupils have equal opportunities to learn through play.



**Curriculum and assessment** - working in focus groups to develop key aspects of the curriculum, including the Programme of Study for pupils at the earliest developmental levels, and the world of work curriculum so that all children and young people are well prepared for life after school.

**Science** - strengthening in-house provision so that all pupils, including those for whom inclusion into a mainstream school is challenging, are able to work towards examination and accredited courses.

**Parent Partnership** - strengthening partnership working and bringing parents into schools to work with their own children and to support other children as volunteers, so that pupils benefit from more diverse role models.

**Mental Health Issues** – developing staff awareness of mental health issues and strategies which improve emotional wellbeing so that children and young people receive the support they need in a timely manner.

### **Other developments which promote equal opportunities include:**

- 'Pupil friendly' approaches to reviews, learning objectives and questionnaires have enabled pupils with a range of communication needs to access information and to have their voices heard.
- Access arrangements which are used to help pupils participate in national tests and examinations.
- In recent years, improvements in the physical environment have improved access for all pupils but particularly for pupils with physical and sensory needs. These have included:
  - Electronically operated doors and gentler ramps between buildings.
  - Replacing mobile with fixed hoists to provide greater opportunities for movement between activities.
  - Improved play equipment.
  - Specialist teaching facilities so that pupils can access PE, science, food technology and design technology on site.
  - Full refurbishment to the therapy pool and sensory rooms and the development of a new sensory room on site.
- The introduction of fortnightly 'themes' across the school have strengthened collective worship and supported teachers in developing pupils' understanding of diversity in terms of faith and culture.
- The ongoing development of examination and accredited courses, alongside partnerships with local schools and colleges, have enabled all pupils at Key Stage 4 and 5 to follow appropriate pathways.
- The introduction of 'Project Search' which prepares young people for employment through supported internships within a real life work setting has made it possible for young people with significant SEN to move into full time paid employment.



# Accessibility Plan

Whitefield's Accessibility Plan is agreed by the Senior Leadership Team following discussion by the Equality and Diversity Focus Group. It includes objectives from the current School Improvement Plan alongside other priorities identified by the Focus Group and agreed by SLT.

There are three key strands:

- physical access – continuing to develop the school environment to minimise barriers to learning and to participating in events across the school community.
- curriculum access – enabling all pupils to learn through a challenging curriculum which is relevant to individual needs and interests.
- community access – maintaining a truly inclusive community in which children, young people and adults experience 'enjoyment, achievement and wellbeing for all'.

## 9. Key aims for 2017/18

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### Physical access

- Further develop play, leisure and sporting facilities on site so that all children and young people have access to high quality facilities which will help them develop skills for leisure.
- Further improve ICT facilities and the ICT infrastructure so that all children and young people can use ICT to support learning.

### Curriculum access

- Extend the curriculum for young people who are aged 16 and above so that all children and young people are well prepared for life after school, helped to be as independent as they can and equipped to make good choices about their lives.
- Further develop the curriculum at Key Stage 4 so that as many young people as possible are able to access examinations to demonstrate their skills and knowledge.
- Further develop the range of accredited courses so that all children and young people are able to develop the skills which will help them make the most of their adult lives.



- Further develop the curriculum for social and emotional development so that all children and young people are able to interact with others, develop life skills and occupy themselves in a positive way.

### **Community access**

- Review and develop the PHSE policy and related guidance so that all children and young people are supported to be part of the school community and equipped to live and work alongside other people in adult life.
- Learn from the work of the local authority task group reviewing support for children and young people who are lesbian, gay, bisexual or transgender so that staff are well informed about the needs of this group and any child or young person who needs support is able to access it.
- Take part in the wellbeing programme to audit and review mental health and emotional wellbeing for staff, children and young people.





**Shared via the school website:  
[www.whitefield.org.uk](http://www.whitefield.org.uk)**