



Joseph Clarke
School

**Information
Report**

**Equalities
statement and
access plan
2017-2018**
Category: Leadership

Key Elements

This document sets out how Joseph Clarke School meets its duties under the Equalities Act 2010

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Joseph Clarke School Equalities Statement and Access Plan 2017-2018

1. Introduction

This paper is written in response to the requirements of the Equality Act 2010 to show how Joseph Clarke School 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

- Joseph Clarke School exists in order to provide for pupils who need a teaching and learning environment that is different from mainstream schooling in order for them to progress towards a fulfilling lifestyle.
- Joseph Clarke School is part of the Whitefield Academy Trust whose 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.

Joseph Clarke School 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 Joseph Clarke School

3. School Policies

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

Whitefield Academy Trust has developed a bespoke curriculum that complements and extends the National Curriculum. Whitefield Academy Trust'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 Braille, large print, speech, sign, symbols and non-symbolic communication.

The school ensures pupils have the mobility and independence skills to maximise engagement in the community.

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, expressive arts provision and community visits.



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 Joseph Clarke School can enjoy learning and achieve.

5. Pupil Premium

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 promote physical and emotional well-being.
- To promote communication and interaction.
- To strengthen feelings of community and friendship.
- To nurture and develop talent.

The goals will be achieved through:

- Providing singing lessons and peripatetic music tuition.
- Daily breakfast club.
- Weekly after-school club.
- The provision of 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, used on an individual basis following discussion between the designated teacher, social worker, carers and classroom staff.
- Whole school enrichment activities.

Data about the school population and the outcomes for different groups

Joseph Clarke School 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 behaviours of concern 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 Academy Trust 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

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

- The Senior Leadership Team, led by the Headteacher, 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 and ensure that policies are regularly reviewed.
- Members of Joseph Clarke School's Advisory Council receive and scrutinise reports on the use of pupil premium.
- The Deputy Head with responsibility for Secondary is responsible for evaluating pupil progress data
- The Headteacher 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 Family Support worker 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

Becoming a sponsored Academy has:

- Given Joseph Clarke School pupils access to a curriculum that more closely matches pupils abilities and needs.
- Given Joseph Clarke School staff access to all the training opportunities and expertise associated with The Teaching School.
- Given Joseph Clarke School access to staff trained in the education of pupils with autism.



- Given Joseph Clarke School access to expertise in developing and managing large environmental improvement projects.

In addition the school has:

- Placed an increased emphasis on personalised targets within lessons.
- Increased opportunities for accreditation of achievement.
- Increased opportunities for work-related learning.
- Increased opportunities for work experience.
- Purchased the services of a careers officer.
- Purchased the services of an Attendance Officer.
- Purchased ICT equipment e.g. Magnilink magnifiers, hand-held magnifiers, BrailleNotes, laptops and software e.g. Writing with Symbols.
- Encouraged staff development through sponsoring classroom assistants to study for short courses in vision impairment, Braille, NVQs, Foundation degrees and a post-graduate course in Habilitation. Teachers are currently being supported to study for post-graduate diplomas in complex needs, QTVI and NPQSL.

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.
- 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 Highams Park School and Waltham Forest College, 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.
- Ensuring robust safeguarding policies and procedures are in place.



Accessibility Plan

Joseph Clarke School's Accessibility Plan is agreed by the Senior Leadership Team. It includes objectives from the current School Improvement Plan.

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, assessment and progress – enabling all pupils to learn through a challenging curriculum which is relevant to individual needs and interests and which is accredited appropriately.
- 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

Physical access

- The refurbishment of Joseph Clarke School and building of a new classroom block is now complete. Following the liquidation of the builders the key aim is now to complete the snagging works.

Curriculum access

- To enhance practical learning.
- To further increase pupil attendance.
- To ensure systems for ensuring outstanding progress are embedded.
- To improve pupil progress through increasing effective engagement with parents.

Community access

- To enhance pupil well-being and engagement through the development of positive behaviour support.
- 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.



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www.whitefield.org.uk/jc**