

Green Meadow Primary School (Academy) Equality Statement

April 2015

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Green Meadow Primary School

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

We recognise that some pupils need extra support to help them to achieve and be successful

We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

Our aim is for all children to **achieve more**.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information about our school population
- Outline how we have due regard for equality
- Publish an Accessibility Plan to show how we plan to tackle particular inequalities and improve what we do

Please feel free to read the entire statement with detailed explanations of how we plan to achieve the above and make all reasonable adjustments to allow everyone in our school community to achieve to their full potential.

For more information please contact:

(Member of teaching staff with responsibility for equality issues- Kate Cross)

(Member of governing body with responsibility for equality issues- Rachel Tomlin)

Please contact the school office for details



Green Meadow Primary School

Equality Statement and Accessibility Plan

Date written: April 2015

Reviewed by Governors:

To be reviewed by Governors:

[Green Meadow Primary School Equality information and objectives](#)

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Part 5: Record of how we have considered equality issues when making decisions

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to;

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

At Green Meadow Primary School (Academy):

- We try to ensure that everyone is treated fairly and respectfully
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We recognise that some pupils need extra support to help them to achieve and be successful. We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably. Our aim is for all children to achieve more.

We welcome our duties to promote community cohesion (under the Education and Inspections Act 2006) and to eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

We use the Standards for Inclusion to audit and plan our due regard for equality.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 421

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability (for more information contact Kate Cross, SENCO)

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are 34 pupils at our school with different types of disabilities and these include: Autism, Speech Language and Communication Needs, Hearing Impairment, Visual Impairment, Learning Difficulties and Physical Needs.

Type of needs

	SEMH	SpLD	MLD	SLCN	ASD	VI	HI	PD	ADHD
R					1	1		1	
1	1			1		1	1		
2	1	1		2					
3	2	1			1		1	1	1
4		1		1	1				
5		1			2				
6		3	1	2	1		1	1	1

SEMH- Social, Emotional and Mental Health, SpLD- Specific Learning Difficulty, MLD- Moderate Learning Difficulties, SLCN- Speech, Language and Communication Needs, ASD- Autism Spectrum disorder, VI- Visually Impaired, HI- Hearing Impaired, PD- Physical Difficulty, ADHD- Attention Deficit Hyperactivity disorder

Ethnicity

Numbers of pupils in the main ethnic categories in the school are:

AIND	11	BOTH	2	MWAP	1	OKOR	2	WWEL	1
AOPK	1	CHNE	2	MWAS	2	REFU	6		
AOTA	1	CMAL	3	MWBA	5	WBRI	24		
ASLT	1	COCH	6	MWBC	19	WEEU	1		
BAOF	11	MBOE	1	MWOE	5	WENG	267		
BCRB	11	MOTM	8	NOBT	5	WIRI	2		
BGHA	2	MWAI	1	OARA	6	WOTW	3		
BNGN	4	MWAO	3	OEGY	1	WTUC	1		

Religion and belief

We regard all religions without discrimination.

Information on other groups of pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households- Pupil Premium (for more information contact Miss Setchell, Headteacher)

Number of pupils currently eligible for free school meals- 101

Total Percentage of school population- 39%

Pupils with Special Educational Needs (SEN) for more information contact Kate Cross, SENCO)

SEND Profile 2014/15

Gender

	Female	Male
R	3	7
1	9	4
2	4	8
3	3	6
4	2	3
5	2	2
6	3	8

Type of needs

	SEMH	SpLD	MLD	SLCN	ASD	VI	HI	PD	ADHD	NSA
R					1	1		1		7
1	1			1		1	1			9
2	1	1?		2						8
3	2	1			1		1	1	1	2
4		1		1	1?					2

5		1			2					1
6		3	1	2	1		1	1	1	1

SEMH- Social, Emotional and Mental Health, SpLD- Specific Learning Difficulty, MLD- Moderate Learning Difficulties, SLCN- Speech, Language and Communication Needs, ASD- Autism Spectrum disorder, VI- Visually Impaired, HI- Hearing Impaired, PD- Physical Difficulty, ADHD- Attention Deficit Hyperactivity disorder, NSA- Non-specific Area

Pupils having SEND and additional factors which could affect learning

	Pupil Premium	Pupil Premium Plus (LAC/post LAC)	Pastoral support+	Behaviour support	EAL	Summer born	Attendance	Punctuality	Social care
R									
1	6		4	1	2	1	1		
2	7		1	1		3	1	1	
3	5	1	3	2		3	1	1	
4	1					3			
5	4		3	1	1	1			
6	5		2	1	1	2	1		

No Special Education Need- 88% (Monitoring (NSA)- 16%)

SEN Support- 11%

Statement- 2%

SEN pupils- 52/421

See the SEND Policy and our SEND Information Report for more information.

Pupils with English as an additional language (EAL) for more information contact Kate Cross, teacher with responsibility for pupils with EAL

There are different languages spoken by pupils in the school, including English.

EAL Profile 2014/15

Language spoken

	Ara bic	Ma nda rin	Spa nis h	Pan jabi	Urd u	Mal ayal am	Kan nad a	Fre nch	Urh obo	Ta mil	Zul u	Kor ean	Tel ugu	Chi nes e	Tur kish
R	2	2	1	1		1									
1	3						1	1	1	1					
2		1			1			1							
3	1	1							1						
4						1					1	1			

5	2				1			1					1	2	1
6	1												2	2	
%	2%	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	1%	<1%

9% of school population have English as an additional language (36/420 pupils)

Pupils with EAL and additional factors which could affect learning

	Pupil Premium	Pupil Premium Plus (LAC/post LAC)	SE ND	Behaviour support	Pastoral support	Summer born	Attendance	Punctuality	Social care	Medical needs
R										
1			2							
2										
3										
4										
5			1							
6			1				1			

Looked after children, for more information contact Kate Cross, Designated teacher for children who are looked after

We are aware of the difficulties which may face children who are looked after and we support them in a number of ways, including emotional and learning support.

See the Looked After Children Policy for more details.

Young carers

We are aware that some children may be young carers and are alert as to the signs that this may be the case.

Other vulnerable groups, for more information please contact Mrs Grey, pastoral lead

There are a number of children who are on our pastoral care register. We refer to various agencies for children whose parents or carers may be in need of support and early intervention, including the Reameadow Children’s Centre, Allens Croft Child Development Centre, the SWEET project and Think Family. We provide therapy and counselling for children with emotional difficulties through the Malachai Trust. We provide Speech and Language Therapy support in school and employ our own independent Educational Psychologist. There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and severe speech and language difficulties.

Pastoral support Profile 2014/15

Gender

	Female	Male
R	0	0
1	1	3

2	1	2
3	1	1
4	1	2
5	4	4
6	1	7

Type of support

	Malachai	Womens Aid	IFST	Family support	fCAF school as lead	fCAF other agency as lead	Pastoral Support Plan	Sweet Project	Bereavement counselling	TAF	CIN	Attendance focus
R	1											
1	1					2	1	2			1	2
2	1				1							1
3	1					1	1			1		1
4	1					1		1			1	3
5	2	1				2	1					
6	2		1			2		1			1	

Pupils having pastoral support and additional factors which could affect learning

	Pupil Premium	Pupil Premium Plus (LAC/post LAC)	SEND	Behaviour support	EAL	Summer born	Attendance	Punctuality	Social care	Medical needs
R	0		0							
1	4		1	1	1	1	2	2		
2	3			1			1	1		
3	2	1	1	1			1	1		
4	3						2	3		
5	8		3	1	1	1				1
6	7		6		1	1				

Part 2: Record of consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

Questionnaires

Parents consultation evenings

Coffee mornings

Head Teacher's Surgery

Meet the Governors events

In March 2015 we sent out tick sheets to all stakeholders to find out more about abilities of all members of our school community so we could act to make all reasonable adjustments to meet the needs of all users of Green Meadow Primary School (Academy).

The results are published below;

Staff and Governors (tick sheets were sent to all members of staff and Governors, 35 were returned)

Area of Disability	
Sensory e.g. sight or hearing impaired	4
Learning e.g. dyslexia	2
Physical e.g. epilepsy or wheelchair user	1
Mental health e.g. depression	2
Autism Spectrum Disorder	
Cancer, even in remission	
Please state other disability	3

Parents and Families (tick sheets were sent to every family, 13 were returned)

Area of Disability	adults	children
Sensory e.g. sight or hearing impaired	2	3
Learning e.g. dyslexia		2
Physical e.g. epilepsy or wheelchair user	1	
Mental health e.g. depression	2	
Autism Spectrum Disorder		2
Cancer, even in remission	1	1
Please state other disability		1

We sent out more detailed Accessibility and Inclusion questionnaires to 45 families (12 were returned). This was to find out about stakeholders experiences of Accessibility and Inclusion at Green Meadow Primary School (Academy). The results are published below (April 2015).

	Ver y goo d	Go od	sati sfac tor y	uns atis fact ory	excl ude d	U ns ur e/ N/ A
Do you feel your child's school encourages people to make good friendships?	8	3	1			
Do you think your child's school works hard to prevent bullying ever happening?	7	2	1			1
Do you feel the school acts on and reports back to parents in response to bullying incidents?	7	3		1		1
If you or your child had difficulty travelling to and from school due to a disability or additional need would the school support you to gain help?	6	2				4
Is everyone in your child's school supported to be able to take part in all activities, special events and outings?	9	2	1			
Does the school provide clear accessible information about the following;						
School prospectus	7	4	1			
School policies	8	4				
newsletters	9	3				
Does the school encourage your child to achieve his/her best?	7	4			1	
Does the school support your child if they find their work difficult?	9	2	1			
Does the school help you to support your child's learning at home?	8	3			1	
Does the school enable you to attend parents evening and other meetings?	11		1			
Do you feel welcome at the school?	9	3				
Are you important to the school community?	8	1	3			
Do you have any difficulties accessing the school building or site?	7	2	3			
Do you think the staff know and understand what support you and your family need?	8	2	1	1		
Do they ask you what you would like them to do? Do they listen to what you say?	7	4			1	

Are pictures or teaching resources with positive images of disabled people or those with additional needs used in the school?	4	3	1			4
Do you have clear accessible information about Governors meetings?	4	2	5	1		
Does the school actively encourage you to be a Parent Governor?	2	2	6	1		1
Does the school have a parent/staff group that encourages you to be actively involved in school life?	4	1	4			3
Does the school work hard to make sure no families feel left out?	6	4	1	1		
Does the school value and include all children, young people and families?	9	1	1			1

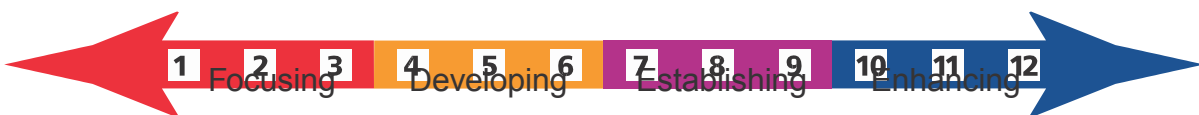
Part 3: Audit of Current Practice- What we are doing to show due regard for equality and identification of our main equality challenges

Staff completed the audit of the Standards for Inclusion at a staff meeting on 24/2/15.

**The Standards for Inclusion
SELF-EVALUATION AUDIT**

Name of School/Setting: Green Meadow Primary School

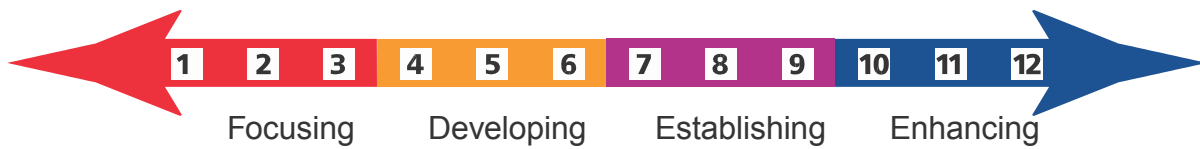
Completed by : Kate Cross (SENCO) Date of Audit: 25/2/15



Please enter your audit scores from 1 – 10 in the table below. Save and upload to the website on completion. Thank you

Standard	Audit Score
1) Leadership, management and organization.	9
2) Monitoring the Progress of Children and Young People	10
3) Staff development	9
4) The Extended Inclusion Team	11

5) Creating the Environment	10
6) Teaching and Learning	9
7) Personal, Social, Emotional and Behavioural Well-Being	9
8) Pupil Participation	9
9) Parental and Community Involvement	9
10) Transition	8



This audit led us to write the following Accessibility Plan to ensure we are making all reasonable adjustments to ensure due regard for equality.



Green Meadow Primary School

Accessibility Plan

Date written: April 2015

Reviewed by Governors:

To be reviewed by Governors:

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name Green Meadow Primary School

Dates: From March 2015 **To** March 2018 **(3 years)**

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
All members of the setting are regarded as both learners and teachers.	C	Pupil led learning Staff to share own learning experiences	Senior Leadership Team	Continuing Professional Development	Pupil and staff voice Continued Professional Development records for staff Coaching and mentoring records	March 2015-March 2018
Diversity in the school is used as a resource for learning.	C I	Diversity is celebrated, talked about openly focussing on strengths rather than difficulties	Curriculum lead	Resources used feature positive images of people with SEN and disabilities, protected characteristics and those who are vulnerable	Resources used feature positive images of people with SEN and disabilities, protected characteristics and those who are vulnerable	March 2015-March 2018

<p>Staff/ settings collaborate with each other in localities to:</p> <ul style="list-style-type: none"> • develop teaching strategies • to share resources • to provide flexible, collaborative groupings for children 	<p>C E I</p>	<p>Developing Teaching Programme</p> <p>Outstanding Teacher Programme</p> <p>Hearing Impairment network group</p> <p>Consortium groups</p> <p>SENCO network</p>	<p>Curriculum lead</p>	<p>Non-contact time for staff to develop teaching strategies and observe others</p> <p>Audit of resources</p>	<p>Evidence of shared resources/ teaching strategies/ flexible groupings</p>	<p>March 2015-March 2018</p>
<p>The school empowers all groups (including children who are vulnerable, have protected characteristics and those with SEN and disabilities), to have a say and develop full involvement in developing their own and others' social well-being.</p>	<p>C I</p>	<p>School council</p> <p>Eco council</p> <p>House captains</p>	<p>PSHE lead</p> <p>BLP lead</p> <p>SMSC lead</p>	<p>Non-contact time for staff to facilitate council groups</p>	<p>Meeting agenda/ minutes</p>	<p>March 2015-March 2018</p>
<p>School works to foster an attitude of responsibility and awareness of citizenship, which relates to the social and economic environment.</p>	<p>C E I</p>	<p>BLP</p> <p>Enterprise days</p> <p>Charity support</p> <p>School council</p>	<p>PSHE lead</p> <p>BLP lead</p> <p>SMSC lead</p>	<p>Budget to support enterprise days</p>	<p>Photographs etc of enterprise activities</p> <p>Certificates from charities etc</p> <p>School council agenda/ minutes</p>	<p>March 2015-March 2018</p>

There is ongoing consultation with all children and young people to ensure that there are clubs and activities that appeal to everyone. These clubs and activities are accessed by a high number and diverse range of pupils including those with SEN and disabilities.	C E I	<p>Consultation over which clubs to run</p> <p>Collecting data about groups accessing clubs</p>	<p>PSHE lead</p> <p>BLP lead</p> <p>SMSC lead</p> <p>PE lead</p>	Clubs and those able to run them	Data to show participation of different groups in extra-curricular clubs	March 2015-March 2018
Children are encouraged to consider differences through involvement in decision-making and to respond appropriately.	C I	<p>School council</p> <p>Eco council</p> <p>House captains</p>	<p>PSHE lead</p> <p>BLP lead</p> <p>SMSC lead</p>	Non-contact time for staff to facilitate council groups	Meeting agenda/minutes	March 2015-March 2018
Children and young people understand their curriculum objectives and how to achieve them. They are involved in monitoring their progress towards them.	C E I	<p>Layered targets</p> <p>Individual targets</p> <p>IEPs</p> <p>One page profiles</p>	<p>Assessment lead</p> <p>SENCO</p> <p>Teaching and learning leads</p> <p>All staff</p>	Targets clearly displayed in books and in classrooms	<p>Pupil conferencing</p> <p>Monitoring and evaluation</p> <p>Book scrutiny</p> <p>Moderation</p>	March 2015-March 2018
Parents and carers contribute to assessment, target setting, review and intervention.	I	<p>Parents evening</p> <p>IEP reviews</p> <p>Annual Reviews</p> <p>One page profiles</p>	<p>SLT</p> <p>Assessment lead</p>	Non-contact time for teachers, parents and pupils to meet	<p>Evidence of parent/carer voice- FS parents evening slips, comments on Annual Reports/ IEP reviews/ Annual reviews</p> <p>Parents attendance at intervention support groups/ IEP reviews</p>	March 2015-March 2018

<p>The school has procedures in place to welcome all children before they are admitted, including:</p> <ul style="list-style-type: none"> • those who start midway through the academic year • those with interrupted schooling • all those with protected characteristics under the Equality Act 2010 and vulnerable children 	I	<p>Transition days</p> <p>Transition books</p> <p>Transition meetings with parents, pupils, staff from all settings</p> <p>One page profiles</p>	<p>Transition lead</p> <p>SLT</p> <p>All staff (especially those in FS, year 2/3, year 6)</p>	<p>Non-contact time for teachers to meet with new families/ staff from the previous setting</p>	<p>One page profiles</p> <p>Transition books</p> <p>Meeting minutes where appropriate</p>	<p>March 2015-March 2018</p>
<p>Children are fully included in the planning to transition to a new phase to ensure their views are sought and represented in the arrangements made for the transition and early period in the new school/ setting.</p>	C E I	<p>Sociograms</p> <p>Annual reviews</p> <p>IEP reviews</p> <p>CAT transition groups</p> <p>One page profiles</p>	<p>Transition lead</p> <p>SLT</p> <p>All staff (especially those in FS, year 2/3, year 6)</p>	<p>Non-contact time for teachers to meet with children/ staff from the previous or new setting/ class</p>	<p>One page profiles</p> <p>Transition books</p> <p>Meeting minutes where appropriate</p>	<p>March 2015-March 2018</p>

<p>Parents and carers are recognised as having a wealth of knowledge and understanding of their children's needs during transition, and this is shared by both settings.</p>	<p>C E I</p>	<p>Transition meetings with parents, pupils, staff from all settings</p> <p>One page profiles</p>	<p>Transition lead SLT All staff (especially those in FS, year 2/3, year 6)</p>	<p>Non-contact time for teachers to meet with parents/ children/ staff from the previous or new setting/ class</p>	<p>One page profiles</p> <p>Transition books</p> <p>Meeting minutes where appropriate</p>	<p>Marc h 2015- Marc h 2018</p>
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This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Part 5: Record of how we have considered equality issues when making decisions.

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Academic year 2013/14

Looked After Children Education Service Designated Teacher Training attended by SENCO 21/5/14

September - December 14

SEND policy SEN reform 2014, SEN information report on website Staff and Governors training/information

Structured conversations to include parents and pupils more effectively.

New proforma trialled for children with SEN, including pupil profiles, considering individual needs more carefully.

The Equality Act 2010: Disability Requirements and the Standards for Inclusion training attended by the SENCO 1/10/14

November 14

Anti- bullying for pupils with protected characteristics course attended by SENCO.

December 14

All policies updated and reviewed before academy conversion.

January 15

Pastoral Support Plans introduced.

March 2015

Behaviour Management Plans introduced.