

Oak Lodge School

Equality Policy

Statutory

Rationale

This policy sets out how we at Oak Lodge School intend to promote equalities, foster good relations and protect our pupils, families, staff and visitors against unfair treatment with regard to the eight protected equality characteristics: race/disability/sex/gender reassignment/ age/pregnancy and maternity/religion and belief/sexual orientation.

Current Context

Oak Lodge is a maintained residential and day secondary special school for pupils with hearing, speech, language and communication needs aged 10 -19 based in Wandsworth. We offer day and residential places for deaf students and hearing students with language, communication (e.g. stammering, social communication difficulties) and/or auditory processing difficulties (auditory processing disorder, auditory agnosia and auditory neuropathy), who benefit from being educated in an inclusive multi-modal communication environment. Many of our pupils also have additional needs e.g. ASD, Motor Difficulties, Visual Impairment, Emotional and Behavioural Difficulties, etc. Many require a differentiated curriculum and more intensive pupil support to facilitate their learning.

Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support they receive.

Details of how we spend the Pupil Premium are available on the School's website.

Behaviour Policy

Our clear procedures for dealing with prejudice-related bullying and incidents are in the Oak Lodge Behaviour Policy.

Equality Act 2010

We welcome the Equality Act 2010's Public Sector Equality Duty. We have a specific duty to publish information about our school population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

In this context, schools and academies have three general aims:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. Removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not. Encouraging people from protected groups to participate in public life, or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality characteristics: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In compiling this equality information we have:

- Looked at our approach to equality in our policies and practice and identified gaps.
- How we engage with people with the protected characteristics, identifying where practice could be improved.

Summary of Our Equality Analysis

(How effective and influential we think we currently are in achieving the 3 aims)

In relation to RACE, our judgement is that we are committed to:

- Promoting a positive image of everyone, regardless of their race and through our curriculum and other experiences our pupils are exposed to role models of all races. We carefully monitor racist incidents and record them using the Wandsworth Borough Council approved method.

In relation to DISABILITY, our judgement is that we are committed to:

- Ensuring that as far as possible no one is excluded from any activities because of any disability they might have.

We have a rising number of pupils with visual and mobility related disabilities and we are currently working on improving the building and site to ensure they are safe and accessible.

However we are currently unable to meet the needs of people and pupils requiring wheelchair access due to the limitations of the building.

In relation to SEX, our judgement is that we are committed to:

- Ensuring that everyone is offered the same opportunities regardless of their sex. Whilst some activities are more popular with boys or girls, both groups are given equal opportunity to take part. Our data shows that girls slightly outperform boys.

In relation to GENDER REASSIGNMENT, our judgement is that we are committed to:

- Ensuring that we do not discriminate against people in relation to gender reassignment and recognise that there can be differences between a person's anatomical gender and their gender identity/expression. We will support any individuals in the best way that we can in consultation with professional colleagues as appropriate.

In relation to PREGNANCY AND MATERNITY, our judgement is that we are committed to:

- Eliminating pregnancy and maternity related discrimination. Our Sex and Relationship policy and scheme of work gives pupils an insight into relationships and sexual relations. Our Pregnancy policy outlines how we would support any girl if she were to become pregnant or any boy if he were to become a father.

In relation to AGE, our judgement is that we are committed to:

- Providing a positive, professional environment in which work is carried out against a background of mutual respect for the experiences, abilities and skills of all individuals irrespective of age. We ensure that as far as possible all pupils receive the same or similar experiences in each year group so that throughout their school career there is uniformity of experience.

In relation to RELIGION AND BELIEF, our judgement is that we are committed to:

- Eliminating all forms of direct and indirect religion and belief related discrimination, victimisation and harassment and supports the creation of a working and learning environment based on good relations. Through our Religious Education provision, we ensure that all of our pupils learn about a range of religions, their beliefs and practices. We also ensure that no pupils are disadvantaged due to their religion or culture and wherever possible we accommodate individual needs and beliefs. We recognise that we need to raise the profile of all religions and their festivals and celebrations and this is a target for our school.

In relation to SEXUAL ORIENTATION, our judgement is that we are committed to:

- Treating everyone with dignity and respect and we seek to provide a positive working and learning environment free from discrimination, harassment or victimisation in relation to an individual's sexual orientation. We will support any individuals in the best way that we can.

Updated by C. Mukasa 13th October 2018

Approved by Governors: 13th November 2018

Next Review Date: November 2019

Equalities Objectives Action Plan 2018-19

Objective	Which pupils with protected characteristics will this most affect/influence?	How will we know if we have met our objective?	Actions July 2019 Desired Outcome
Wave 1,2 and 3 provision meets the auditory, language and communication needs of all pupils / students	All pupils	<p>The Wave 1 auditory, and communication needs of each child are met so that each student can access communication in class.</p> <p>Assessment of students' language and communication needs informs Wave 2 and 3 provision at the start of each term</p> <p>The impact of interventions is evaluated each term in line with pupil progress reviews.</p>	<p>SMT and SLT and the Communication team identify Wave 1 provision changes required to enable communication access for all.</p> <p>The Communication team carries out assessments and receives referrals which enable language and communication provision at Wave 2 and 3 to be determined for specified students.</p> <p>Staff incorporate strategies from Wave 2 and 3 provision to meet pupils', language and communication needs, into their teaching and support.</p> <p>Progress made by students receiving intervention is determined each term by Wave 2 and 3 providers to determine next steps.</p>