

Rodney House School



Single Equality Scheme Objectives

Reviewed: January 2017

Signed by Governor:



Rodney House School Single Equality Scheme Objectives 2016-20



Target	Action	Responsibility	Time scale	Success criteria/RAG	Review comments
Legal compliance For all policies to comply with legal requirements in terms of equality and diversity requirements	<ul style="list-style-type: none"> ○ Ensure SLT and Governors are aware of the guidance for schools on the Equality Act 2010 ○ Apply to all policies and procedures on 3-4 year rolling programme ○ Publish action plan and outcomes on school website. ○ Record progress 	<ul style="list-style-type: none"> ○ Headteacher ○ Governors 	Ongoing	The school is able to address the needs of diverse and vulnerable groups at risk of disadvantage, promote good relations and set priorities accordingly	2017 – the school has a diverse cohort including vulnerable groups. All have their needs met very well.
Anti-bullying To increase awareness of and have in place processes to identify and remedy any incidences of bullying	<ul style="list-style-type: none"> ○ Audit views of stakeholders through discussion and questionnaires ○ Provide awareness training for staff ○ Promote positive attitudes through ‘Friendship Week’ ○ Put in place reporting and recording systems, and strategies for dealing with incidences of bullying ○ Safeguarding team to monitor records 	<ul style="list-style-type: none"> ○ Safeguarding Leads ○ Headteacher ○ Governors 	Autumn term 2016	Staff are aware of and recognise incidences of bullying, advocating for pupils with communication or cognitive difficulties where necessary. All pupils and staff know what to do if a bullying incident takes place. Systems are in place to record any incidents and records are monitored.	2017 – staff are aware of the impact of bullying. Spring 2018 – ‘Friendship Week’; anti- bullying month
Environment and Accessibility 1 Environment in new school building is safe and accessible for all groups of users	<ul style="list-style-type: none"> ○ Plan for safe movement and access around built environment through discussions with contractors ○ Consider and plan for needs of different groups during moving process ○ Create systems for identifying, and addressing, accessibility issues that arise once established in the new building 	<ul style="list-style-type: none"> ○ Headteacher ○ Governors ○ 	Autumn 2016 Ongoing	All staff and pupils safely established in new school with full access to all areas. Moving process happens smoothly and without undue stress to particular groups.	2017 – move completed safely and without issue for children and staff

<p>Environment and Accessibility 2 Environment in RH bases is safe and accessible for all groups of users</p>	<ul style="list-style-type: none"> ○ Plan for safe movement and access around built environment through discussions with private provider partners ○ Consider and plan for needs of different groups ○ Create systems for identifying, and addressing, accessibility issues that may arise 	<ul style="list-style-type: none"> ○ Headteacher ○ Governors ○ Management of Private Providers 	<p>Autumn 2016 Ongoing</p>	<p>All staff and pupils and parents have full access to all areas as appropriate.</p>	<p>2017 - plans for the sensory garden in place</p>
<p>Parents partnership For the needs of all groups of parents to be met eg single parents, those with EAL, etc.</p>	<ul style="list-style-type: none"> ○ Establish needs of different groups of parents through questionnaires, meetings with Parent Partner, establishment of parent forum, annual review meetings etc. ○ Create and implement action plan for addressing different needs ○ Publish outcomes in newsletter and on website ○ Make available school brochures, school newsletters and other information for parents in alternative formats 	<ul style="list-style-type: none"> ○ PSA ○ Headteacher ○ Governors 	<p>Spring term 2016 Ongoing</p>	<p>Increased parent representation, involvement and participation in the school community. Improved feedback from questionnaires.</p>	<p>Parent feedback – they need to know the impact of getting involved in their child’s education</p> <p>Spring questionnaire for parents on the school website.</p>
<p>Training All staff to be aware of and comply with Single Equality Scheme</p>	<ul style="list-style-type: none"> ○ Single Equality Scheme to be updated ○ Awareness training to be delivered to all staff ○ All staff to read and comply with updated Single Equality Scheme ○ Stakeholders (pupils, parents, staff, community partners) to be involved in the generation of new objectives ○ Equality information to be published in accessible formats 	<ul style="list-style-type: none"> ○ Headteacher ○ Governors 	<p>Spring term 2017</p>	<p>Improved equality practice to impact positively on pupils’ experiences and outcomes, especially in protected groups, as measured by performance data, feedback from questionnaires, discussions with school council, and the monitoring of teaching and learning experiences.</p>	<p>Summer training 2018 to take account of any changes/updates.</p>
<p>Update the accessibility elements of the plan and share with all stakeholders</p>	<ul style="list-style-type: none"> ○ Accessibility plan to be updated ○ Staff to be aware of and understand the plan ○ Stakeholders to be sent the plan ○ Plan to be shared on the website 	<ul style="list-style-type: none"> ○ Headteacher ○ SLT ○ Governors 	<p>Spring 2018</p>	<p>Noticeably greater participation of disabled pupils in the curriculum. Improvement to the physical environment of the school. Improved availability of information for disabled pupils.</p>	

<p>Curriculum Adapt and develop the curriculum to reflect the expansion into key stage 2</p>	<ul style="list-style-type: none"> ○ Update curriculum statement and publish on website ○ Develop and agree formats and expectations for KS2 assessment e.g. records of achievement/pen pictures etc ○ Audit evaluated planning ○ Specific staff training ○ Ensure reasonable adjustments are in place so all can access curriculum ○ Ensure ongoing successful use of the pupil premium funding to secure effective learning outcomes for children who are in receipt. ○ Classrooms are optimally organised to promote the participation and independence of all pupils ○ Lessons are differentiated and use a variety of teaching and learning styles to meet the needs of the individual ○ The school extensively draws on support from within and beyond the school eg: Physiotherapy, Special School Nursing, Educational Psychology, Speech and Language, and CAMHS. 	<ul style="list-style-type: none"> ○ Headteacher ○ SLT ○ Teachers ○ Business manager 	<p>Summer 2018 (ongoing)</p>	<p>Pupils have enhanced opportunities to develop skills and knowledge in the foundation subjects as measured by teacher assessments. (Outcomes for pupils) Data evidence regarding percentage of outstanding progress in core subjects Evidence of multi-agency working</p>	
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