

ALT BRIDGE SCHOOL

Public Sector Equality Duty (PSED) 2021



Reviewed by	Date	Signature
Mr. S. Farrimond	25.01.19	
T & L Committee	07.02.19	
Addendum COVID added	June 2020	
Mr. Farrimond	04.02.21	
Full governors mtg.	09.02.21	zoom

Ethos Statement

At Alt Bridge, we are committed to achieving the best possible outcomes for each of our learners. We believe that this can only be achieved in partnership with families and young people. We are therefore dedicated to partnership working and person-centred practices, through which we are determined to know our pupils well and to learn of their aspirations. Being able to connect with others through positive relationships that are characterised by trust, certainty and positivity is a goal we hold for our whole school community.

Our pupils are exceptional people with a huge range of abilities, interests and views. We will be relentless in our drive to achieve the highest standards possible for our pupils and will use individualised approaches in working towards the high expectations we all share for them. We want their voice to be heard in society, for them to be able to make a positive contribution and succeed in the paths they choose. To achieve this, we will continuously promote the characteristics of independence, determination and resilience.

Our calm and caring approaches will enable learners to access the curriculum successfully and develop the personal skills they need in order to lead successful lives. The well-being of our pupils is of paramount importance and we seek to promote the five keys steps to achieving good mental health and well-being;

- ▶ **Connect** – connect with the people around you
- ▶ **Be active** – Find an activity that you enjoy and make it a part of your life
- ▶ **Keep learning** – learning new skills can give you a sense of achievement and a new confidence
- ▶ **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word
- ▶ **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you

We celebrate the wide diversity of our pupils and endeavour to educate the whole school and wider community about equality. We believe that our students can do amazing things and want them to develop a growth mindset so they can appreciate that learning does not just occur within the structures of school life and is actually a lifelong pursuit.

Legislation

Alt Bridge School is committed to the Equality Act 2010 and as such, we consistently work to eliminate discrimination towards individuals with protected characteristics, which include a person's;

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Furthermore, 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
- 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

What are we doing to meet our duties under the Equality Act 2021?

- We provide reasonable adjustments for all students to enable equal opportunities and access
- All appointment panels give due regard to this policy so that no one is discriminated against in terms of employments or promotion
- We actively promote and have embedded equality and diversity through the curriculum
- We have an equalities steering group called 'Equali-Tea' who meet regularly to review our action plan and continue to address key issues around equality and diversity. Parents/carers and students representatives are part of our group.
- We collect and analyse data in order to inform our curriculum design and identify needs in terms of additional provision
- We work with key outside agencies who promote and support equality and diversity such as Mermaids, Stonewall, The Anthony Walker Foundation and Neurodiversity Celebration champions.
- We are signed up to the Anthony Walker Foundation charter which will involve two years of focused work around equality and diversity inclusive of additional targeted support, CPD for staff, workshops and awareness raising events.
- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSE, RE and across the curriculum including during our form times.
- We celebrate Black History Month, LGBTQ History Month and Neurodiversity Celebration week annually
- We use materials and resources that reflect the diversity of the school, the local community and British society
- we promote a whole school ethos and rewards students for demonstrating our core values
- We have a strong Thriving curriculum which focuses on the personal development of our students
- We deliver whole school assemblies focused on equality and diversity issues
- Staff INSET and CPD is focused on diversity and equalities issues
- We ensure that we consider equalities issues with regards to any school trips or visits

Rights Respecting School

Alt Bridge School achieved the Rights Respecting Schools award at Bronze level in June 2021. This is a clear demonstration of our commitment to the rights of the child as outlined in the UN Convention on The Rights of The Child.

We refer to Article 28 in particular as the 'Right to Education' and recognise that experiences of discrimination, bullying or peer-to-peer abuse can threaten a child's access to the full curriculum and the many experiences available in school due to the impact on a child's mental health and wellbeing. Our firm commitment is to challenge all forms of discrimination and educate our students about the protected characteristics.

Equal Access to the Curriculum

We are committed to ensuring that each and every child who attends Alt Bridge can access a broad, balanced and engaging curriculum.

We achieve this goal through;

- An exceptional curriculum, planned specifically to enable progression for all and provide a wealth of opportunities to our students.
- High quality teaching and learning characterised by engaging lessons, differentiation and scaffolding to ensure all students can achieve their best outcomes.
- A wide menu of therapeutic interventions to support mental health and wellbeing
- A wide menu of additional provisions to boost progress and provide support for individual needs
- A range of physical/sensory aids to support sensory and physical needs within and beyond the classroom
- Calm spaces for when self-regulation is difficult
- Tackling all forms of discrimination, bullying and/or harassment
- Planning a learning environment which enables greater access for all students

Roles and Responsibilities

All staff are expected to;

- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Challenge all forms of discrimination, bullying or harassment of any student
- Report any forms of discrimination they witness towards any member of the school community
- Show respect for the rights of others and promote the rights of the child.
- Reinforce and promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which would negatively affect others
- Have proper and professional regard for the ethos, policies and practices of Alt Bridge School and maintain high standards in their professional practices

The Governing Body has a responsibility for;

- Promoting equality of opportunity for individuals with protected characteristics;
- Making sure that Alt Bridge School complies with all aspects of discrimination law. The best way to do this is to ensure that they apply the principles of fairness and equality in everything that the school does.

Equality objectives

The School stands against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability. We will use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools.

Our Equalities Objectives are as follows;

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
2. To monitor and promote of the involvement of all groups of students in lunch time clubs of the school, including leadership opportunities (peer mentors).
3. To actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with different special educational needs and disabilities, looked after children and students from minority ethnic groups.
4. To continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
5. To endeavor to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
6. To reduce the incidence of the use of homophobic, biphobic, transphobic, sexist and racist language by students in the school.
7. To increase the level of pupil voice by extending our school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not

Accessibility Plan

The school's accessibility plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school.

Alt Bridge school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ALT BRIDGE SCHOOL – ACCESSIBILITY PLAN 2021-2024

Objective	Short term (2021-2022)	Medium term (2022-2023)	Long term (2023-2024)
Physical accessibility of the building	<p>Enable access to disabled toilet facilities for staff and students via the Post-16 centre</p> <p>Completed risk assessments for students with physical disabilities to plan access to all key areas within school.</p>	<p>Introduce more entrances and exits via external doors and additional corridors to improve accessibility to different parts of the school building.</p> <p>Open up two unused stair wells.</p>	<p>Engage in a feasibility study to consider whether a lift can be installed in the main building</p> <p>Completed scoping exercise and quotes gathering for installation of disabled toilets close to the main building entrance</p>
Ensure equal access to the curriculum for all students	<p>Implement the new LA attendance strategy with increased SLA hours with the attendance team with the intention of reducing the PA rate.</p> <p>Review school attendance policy and introduce it to parents, staff and students.</p> <p>Identify all students according to levels of need with attendance patterns and identify appropriate support mechanism through the wellbeing team.</p> <p>Embed the new curriculum, assessment, teaching and learning policy.</p> <p>Enhance the range of new and accessible sports.</p> <p>Maintain a high quality remote</p>	<p>Devise a pathway of remote learning and attendance monitoring for students learning at home. Provide home tuition to access the curriculum with a re-integration plan to school.</p> <p>Staff training for all staff in communication friendly approaches and cognitive load theory.</p> <p>Whole school review of reading and formulation of an action plan for reading strategy.</p>	

	<p>learning offer.</p> <p>Allocate a learning mentor to each year group to provide support across the school.</p>		
Increase access for students with sensory processing difficulties	<p>Provide a new outdoor climbing frame for all age groups</p> <p>Install outdoor gym equipment for the nurture and development class students.</p> <p>Continue SLA with Shine Occupational Therapy Service</p> <p>Provide a dedicated space for sensory circuits and Occupational Therapy activities</p> <p>Provide sensory boxes for all classes</p> <p>Embed the Zones of Regulation into the curriculum</p> <p>Embed mindfulness into the curriculum</p> <p>Introduce Yoga Kids as an intervention for students who require it.</p>	Provide a trim trail on the main playground for all age groups	
Provide high quality interventions and support for students with SLCN	<p>Appoint a speech therapist.</p> <p>Embed the recommendations from</p>		

	<p>the social communication review.</p> <p>Provide training for a range of key staff to enable the delivery of a range of social communication programmes and interventions.</p> <p>Update the website with clear information about the range of interventions for parents/carers.</p> <p>Introduce the new AB social communication scale as an assessment of needs</p>		
<p>Close gaps in attainment created due to the COVID-19 pandemic</p>	<p>Intervention plans for all core subjects</p> <p>Use of recovery premium to provide academic mentors, additional teaching assistant support, technology and programmes</p> <p>Provide new work-experienced based opportunities for post-16 students</p> <p>Finalise library set-up with online system and increase the number of available books for all students for intervention, independent reading and reading for pleasure.</p> <p>Identify a reading strategy leader from amongst the teaching staff to</p>	<p>Create a reading room off the main library for reading interventions.</p>	

	lead on a whole school reading strategy project during 2021-2022		
Celebrate and promote an understanding of neurodiversity across the school and local community	<p>Apply for lottery funding to run a project to celebrate neurodiversity and tackle the stigma associated with attending special schools in the local area.</p> <p>Participate in Celebrating Neurodiversity week 2022. Invite nationally recognised speakers.</p> <p>Achieve the Inclusion Quality Mark Award</p>	<p>Develop the project to bring together more local schools in celebrating neurodiversity. Set up a sustainable plan for joint activities between AB and mainstream secondary schools.</p> <p>Become an Inclusion centre of excellence with IQM.</p>	Become an Inclusion Flagship school and identify a member of staff to train as an IQM assessor.
Continue to tackle all forms of discrimination	<p>Embed new Behaviour for Learning policy and the use of scripts for specific behaviours.</p> <p>Engage with the Anthony Walker Charter project – taking part in all key workshops and events.</p> <p>Deliver key themes around diversity and equality embedded in the whole school curriculum.</p> <p>Continue to develop the confidence of staff in SRE through Brook Clinic training in Autumn term 2021.</p> <p>Achieved the Rights Respecting Schools Silver award</p>	Continued to engage with the Anthony Walker Charter project – taking part in all key workshops and events.	

<p>Support all students affected by attachment and trauma needs</p>	<p>Be a lead school for attachment and trauma in Knowsley. Support other schools through regular network meetings.</p> <p>Achieved the attachment and trauma friendly bronze award</p> <p>Initiate SLA with the ADHD foundation</p>	<p>Achieved the attachment and trauma friendly silver award</p>	<p>Achieved the attachment and trauma friendly gold award</p>
<p>Support the mental health needs of staff and students</p>	<p>Increase SLA for attendance support.</p> <p>All Learning Mentors to engage with EHATs and support families affected by mental health needs and attendance issues.</p>		