

## Introduction

This document, which outlines our combined, Race, Disability and Gender Equality Schemes, is designed to communicate the following:

- Our Diversity statement
- Our responsibilities in terms of race, disability and gender
- Our intention to promote community cohesion
- An overview of some actions we have taken to date
- Our Accessibility, Disability, Gender and Race Equality Schemes action plans

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community.

## The Spalding Special School's Diversity Statement:

Both schools within the federation value the diversity of individual talents and creative potential that every employee, pupil and potential employee or pupil brings to our organisation.

We aim to promote and maintain a culture of diversity where appointments to jobs, reward and personal success depend solely on individual ability and performance. All pupils and potential pupils, employees and potential employees, whether part time, full time or temporary will be treated fairly with respect and dignity.

Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability.

## Disability Equality and Accessibility

The purpose of this Disability Equality Scheme is to show how The Spalding Special Schools Federation is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our schools. All school staff and members of the Spalding Special Schools Federation Community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The School already makes the following provision for children with disabilities under the DDA:

- Training for staff on learning difficulties, autism and Asperger's syndrome, behaviour difficulties, manual handling, signing, augmented communication, visual difficulties, hearing impairment, diabetes and epilepsy has already been undertaken
- The curriculum has been adapted to meet the needs of disabled pupils
- Materials have been adapted
- Additional resources have been purchased
- Adaptations for building access has and is being addressed through both schools Accessibility Plans
- Information for parents and public is regularly reviewed in line with DDA
- The accessibility plans are an integral part of the Federations' development planning and are updated every three years. They actively promote access to the curriculum, information and physical access.

The Federation has identified certain areas of good practice where proactive steps have already been taken:

- Improved transition arrangements between schools and between school and adult placements for pupils with disabilities

- Whole school training on autism
- Whole school training on speech and language difficulties
- Whole school training related to sensory impairment
- Whole school training related to health issues e.g. diabetes
- Consultation with parents with reference to the Healthy Schools programme
- Whole school training on safeguarding issues.

The Federation is aware of some areas of concern

- Looking at whole school policies with potential for any discrimination that may arise e.g. anti-bullying policy
- Improved ways for greater involvement of children with disabilities e.g. cross site inclusion, school council, fitness suite, hydro-therapy pool, Horticultural resources, music room, cookery room etc.
- Involving all children (all of whom have a disability) and their parents in making decisions

### **Gender Equality, Sexual Orientation and Ageism**

The purpose of this Gender Equality Scheme is to show how The Spalding Special Schools Federation is going to promote equality of opportunity between men and women and to eliminate unlawful sex discrimination and harassment.

We aim to encourage and listen to local views and involve local people in the work of our school. All staff and members of the Federation Community have a responsibility to treat everyone fairly and to promote arrangements for gender equality.

The Federation already makes the following provision under the SDA:

- Jobs are open to men and women
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the LA for recruitment
- Pay is relative to experience, not to gender
- Boys and Girls are given the same opportunities throughout the school

The Federation has identified certain areas of good practice where proactive steps have already been taken:

- Links with mainstream schools allow our small cohort of pupils to meet with pupils of a similar age
- The curriculum shows no gender bias
- Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women
- Links with local organisations e.g. police where men and women fulfil the same role
- Difference in staff and learners is celebrated

The Federation is aware of some areas of concern

- As The Garth School has a mainly female staff (95%) male role models for our boys are needed
- As most of our pupils are boys (79% at The Priory School and 63% Garth) girls have less peer group opportunity – links with colleges for Priory School learners have gone some way to helping this but more needs to be done
- Limited staff training related to the delivery of teaching, advice, support and guidance relating to sexuality
- A lack of males working in Special Education
- We need to extend our range of resources to challenge stereotypical models

### **Race Equality, Religious Beliefs and Community Cohesion**

The purpose of this Race Equality Scheme is to show how The Spalding Special Schools Federation is going to promote equality of opportunity for all irrespective of colour and ethnicity.

We aim to encourage and listen to local views and involve local people in the work of our school. All staff and members of the Federation Community have a responsibility to treat everyone fairly and to promote arrangements for racial equality.

The Federation already makes the following provision under the RRA:

- Jobs are open to all
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the LA for recruitment
- Pay is relative to experience
- All pupils and staff, irrespective of colour or ethnicity, are given the same opportunities throughout the Federation

The School has identified certain areas of good practice where proactive steps have already been taken:

- Multi-cultural studies are part of the PSHE/Citizenship curriculum
- Community Cohesion is promoted through the curriculum and through RE and PSHE/Citizenship in particular
- Students undertake studies of specific countries as part of a themed topic
- Tolerance and celebration of differences is embedded
- Links are being established with other schools across the world (through the Global Gateway)
- The Priory School has achieved the prestigious Full International Schools Award for its efforts to develop and celebrate global partnerships.

The Federation is aware of some areas of concern

- Being in rural Lincolnshire allows little opportunity for pupils to experience a multi-cultural society as found in some cities

The DES, GES and RES will be considered in line with all other policy making decisions in the Federation and will be linked to budgetary implications for the governing body with reference to FMSiS (Financial Management standard in Schools).

The schools plan for improvements towards equality outcomes via the School Development Plans and individual subject plans.

These schemes will be reviewed regularly a. We welcome any comments and suggestions from interested parties. Please contact the Executive Head teacher.

This policy was agreed by The Local Governing Body on 15<sup>th</sup> March 2017