



# Equal Opportunities Policy

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## Introduction

This document sets out how pupils with the following protected characteristics (previously known as equality strands) are protected in our school from harassment and discrimination:

- Disability;
- Gender;
- Race;
- Religion and belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction; it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

In addition, this policy extends to cover all aspects of vulnerability, including disadvantaged pupils (e.g. families in receipt of Free School Meals, looked after children, refugees and asylum seekers) and those who are New to English.

The school is also committed to being a good employer in terms of recruitment and employment practices. Therefore, the school is also committed to ensuring that there is no discrimination that relates to the other protected characteristics:

- Age<sup>1</sup>
- Being married or in a civil partnership

## Statement of Intent

The school is fully committed to compliance with equalities legislation and this permeates all school policies and practices. Any person who belongs to, or comes into contact with, our school community is valued and respected equally. Equality of opportunity is promoted and stringent efforts made to eliminate unlawful discrimination, harassment or victimisation.

## Rationale - The Public Sector Equality Duty

This policy is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010, summarised in Appendix 2. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of disadvantage.

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<sup>1</sup> Age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The accessibility plan located in Appendix 5 sets out the actions to be taken by the school which indicate its commitment to:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference when implementing school procedures, including those relating to discipline;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

### **Planning to eliminate discrimination and promote equality of opportunity.**

This policy is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. The plan located in Appendix 2 identifies actions to be taken in the next academic year to make the school more accessible to the whole community, irrespective of background or need. It encompasses duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils. Planning follows the traditional accessibility plan format for disabled pupils:

- Access to the school curriculum;
- Access to and improvement of the physical environment;
- Availability of accessible information for disabled pupils and their parents / carers,

but then goes beyond this requirement, referring to other vulnerable groups and considering:

- Access to Success – other adaptations that can impact indirectly on pupils' outcomes.

The accessibility plan is renewed annually; this information is shared with all staff and is updated at least annually on the school website. It is available in different formats and in different languages upon request.

### **Roles and Responsibilities**

#### **All phases: The Governing Body**

Ensures compliance with all relevant equalities legislation.

Receives regular training in all equalities and SEND duties.

Ensures that the accessibility plans arising from the policy are part of the School Improvement Plan.

Supports the school leadership in implementing any actions necessary.

Evaluates the accessibility plan upon receipt of the annual report.

Ensures the policy is updated at least annually using the school website.

Evaluates equality objectives every three years and update these on the website every four years.

Ensures that the Pupil Premium strategy, Year 7 Catch up report and the SEND Information report are published on the school website.

#### **All phases: The Principal**

Ensures that the school community has access to the Equal Opportunities Policy.

Ensures the school's engagement with parents/carers.

Evaluates the impact of the use of specific individual budgets via the Pupil Premium report and SEND information report.

Ensures that the Equal Opportunities policy is implemented effectively.

Ensures staff have access to training which helps to implement the policy.

Implements reviews of the accessibility plan as detailed in the School Improvement Plan.

**All phases: The Finance Director (HR duties)**

Ensures that school employees are protected from discrimination relating to any of the protected characteristics identified by the Equalities Act 2010.

Manages any day-to-day issues arising from the policy for the school as an employer.

In relation to staffing, liaises with external bodies regarding the policy so that the school's actions are in line with the best advice available.

Ensures that the SLT are kept up to date with any development relating to staff that affects the policy/accessibility plan or arises from it.

Ensures specific additional needs of staff members are addressed.

Provides advice/support in dealing with any incidents/issues relating to staff.

Deals with any discriminatory statements made / actions carried out by visitors and/or contractors to the school.

**Senior and 6<sup>th</sup> form phases: The Vice Principal****Primary: Primary Leadership Team**

Oversees attainment and achievement for pupils from particular groups.

Assigns Lead professionals to take responsibility for particular groups of pupils.

Ensures Lead Professionals develop interventions to meet pupils' needs.

Develops and maintains the Quality Assurance system for particular groups of pupils' learning.

Oversees evaluation of the effectiveness the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' evenings, parents' forum, school governance, results of parental feedback).

Oversees the management of any day-to-day issues for pupils arising from the policy.

In relation to pupils, liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.

Reports to the Governing Body at least annually, on the effectiveness of the policy.

Ensures that the SLT are kept up to date with any development relating to pupils that affects the policy/accessibility plan or arises from it.

Provides advice/support in dealing with any incidents/issues relating to pupils.

Assists in implementing reviews of the accessibility plan as detailed in the School Improvement Plan.

**All phases. The School Safeguarding Lead**

Undertakes the role of Designated Safeguarding across all phases of the school.

Develops responses to poor attendance.

Oversees the analysis of attendance data for particular groups of pupils, and coordinates any subsequent response

**Senior phase: Senior Leader Personal Development Behaviour and Welfare****Sixth Form: Assistant Principal (Sixth form), Primary: Primary Leadership Team**

Monitors and reports incidents of racism, 'hate' and bullying involving particular groups of pupils.

Co-ordinates and monitors the response to reported incidents of a discriminatory nature.

In the senior phase, develops the Behaviour for Learning and Behaviour Management policies and procedures so that they consider the needs of all pupils.

Ensures the School Council considers equal opportunities in all its suggestions for improvement.

Oversees the work of the anti-bullying ambassadors.

Oversees the analysis of behaviour data for particular groups of pupils, and coordinates any subsequent response

**Senior and Sixth Form phases: Inclusion Co-ordinator. Primary: Primary Leadership Team**

Ensures that all staff are aware of the membership of particular groups of pupils.

Devises, implements and evaluates the impact of interventions (Attainment, Achievement, Participation, Behaviour, Attendance) for pupils from particular groups with assistance from external agencies where appropriate.

Produces annual reports to evidence the use of specific funding in relation to Pupil Premium, SEND, Year 7 Catch up.

Supports other staff in implementing the policy;

Provides a lead in the dissemination of information relating to the policy;

Identifies good quality resources and CPD opportunities to support the scheme

Gathers and analyses attainment and achievement data of particular groups of pupils, reporting to the Vice Principal (Inclusion);

Analyses attainment and achievement data for pupils from particular groups.

Analyses behaviour and attendance data for particular groups of pupils.

### **All phases: Other School Staff**

Demonstrate awareness of the Equal Opportunity Policy and how it relates to them;  
Act in a professional manner that supports the Equal Opportunities Policy;  
Identify any queries or training requirements that relate to equality and/or diversity  
Comply with requirements to update legislative knowledge or to attend training and information events organised by the school or other agency;  
Show awareness of procedures for dealing with racism, harassment, other forms of discrimination (incl: bullying);  
Identify and challenge bias and stereotyping when appropriate  
Support the school's inclusion agenda, ensuring that, whenever possible, pupils from all groups are included in all activities and have full access to the curriculum;  
Promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

### **All phases: Pupils**

Contribute where possible to the formulation of the Equal Opportunity policy.  
Act in accordance with the policy and associated documents such as the Anti Bullying Policy and Code of Conduct.  
Engage in lessons that are respectful of difference and prepare them well for life in a diverse society.  
Understand the importance of reporting discriminatory bullying and racially motivated incidents.  
Show awareness of reporting channels for reporting discriminatory actions.

### **School Context**

There are currently 1049 pupils on roll<sup>2</sup>: 392 in the Primary Phase (64%: 36% female: male); 573 in the Senior Phase and 84 in the Sixth Form. More detailed analysis can be found in Appendix 1.  
Pupils in the Primary phase generally live in the local area close to school. Just over half of pupils in the senior phase of the school live in the local area, but the remainder travel from a wide range of other locations within the Bradford district. By the time pupils reach the sixth form, they are naturally more able to travel around the city independently and therefore their home locations are widespread throughout the district. More pupils travel to school than live in the immediate area.

The majority of pupils in all phases are identified by their families as having a Pakistani heritage, belonging to the Muslim faith. Remaining pupils come from a wide range of other ethnic backgrounds and faiths. Just under half the pupils speak English as an additional language - with sixteen different home languages being spoken. 15% of pupils in the Primary phase are identified as being disadvantaged this rises to 22% in the Senior phase - qualification comes through means testing or if the child is looked after (or formerly looked after) by the Local Authority. There are proportionally more disadvantaged pupils in the Primary and Senior phases than the current National average (14%.<sup>3</sup>)The proportion of those in the sixth form identifying as having been disadvantaged in Year R - 11 is much lower at 8%. This is significantly lower than the National average.

The proportion of pupils identified as needing Special Educational Needs and/ or Disability support is higher than the national average of 14.4%<sup>4</sup> in the Primary phase, but lower than average in the Senior and Sixth Form phases. In all phases, the proportion of pupils with an Education Health and Care Plan is much lower than the National average of 2.8%. Detailed statistics are available from the school upon request.

### **Protective policies already in place**

The following policies are already in existence at the school, providing information about expectations, provision and protection:

- SEND Policy, local offer and Information report;
- Mental Health and Wellbeing strategy and policy;
- Pupil Premium strategy and policy - refers to provision to support disadvantaged pupils;
- EAL policy - refers to pupils who speak English as an additional language, more specifically those new to English;
- Transgender policy - specifically referring to the ways in which the school would support pupils going through transition.

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<sup>2</sup> Correct as at 25/10/2019.

<sup>3</sup> DfE: Schools, Pupils and their Characteristics January 2017

<sup>4</sup> DfE: Special Educational Needs in England 2017

## **Training already undertaken in order to position the school well for the equality and diversity agenda.**

The school regularly provides training for staff that enables equitable practice to be maintained and developed. Most recently, sessions have been provided on:

- The Prevent duty;
- LGBTQ+;
- SEND (SENDCO and TAs);
- Anaphylaxis;
- Asthma;
- Epilepsy;
- Safer recruitment;
- Elklan (Communication);
- Disadvantaged pupils;
- Literacy support and Differentiation;
- 20/20 Reading;
- Communication Aid training;
- Manual Handling;
- Blank Levels;
- SEND range descriptors;
- Inclusive Classrooms.

## **Examples of reasonable adjustments made by the school in order to accommodate pupils with additional needs.**

Management of auxiliary aids / specialist equipment supplied through the Local Authority SEND teams or from other sources.

A Behaviour Management policy which takes pupils' additional needs into account

Person Centred Plans outlining strengths, difficulties and needs.

Sensitive grouping/ pairing / seating

Use of positive language

Differentiated curricula, resources and delivery

Provision of ICT hardware and software / specialist equipment.

Visual aids to help with letter formation

Spelling banks

Sentence stems

Use of symbols for understanding

Number lines

Coloured overlays / paper.

Visual timetables.

Bilingual dictionaries.

Illustrated dictionaries

Writing frames

Desk slopes / Magnifiers

Alternative recording methods (Primary)

Circle Time (Primary)

Fizzy/Clever hands (Primary - Whole Class)

Language Link Assessment (Primary)

Additional Phonics support

Time out passes for pupils with Social, Emotional or Mental Health issues.

Toilet passes for pupils with various health conditions.

Nurture provision for vulnerable pupils in Key Stage 3.

Personalised adapted curricula.

Access to revision guides and stationary for disadvantaged pupils.

Intervention programmes devised in liaison with specialist SEND teams, where appropriate.

Access arrangements for examinations: rest breaks, extra time, readers, scribes, specific location, ICT equipment.

## Outcomes for pupils

Attainment / achievement for particular groups of pupils are analysed against the performance of their peers at each data input point throughout the academic year, and at the end of Key Stages 1, 2, 4 and 5. Strengths and areas for development (emerging or widening performance gaps) are recorded in the School Self-evaluation Form (SEF). Specific groups of pupils for analysis include: Disadvantaged pupils (those eligible for Free School Meals or who have been in the last six academic years, Looked After Children, Children of Forces personnel), Pupils who speak English as an Additional Language, Pupils with a Special Educational Need and/or Disability and Boys / Girls (Primary only).

Attendance and exclusions are also measured in the same way, with any gaps being identified. Specialist interventions are implemented in order to diminish any differences in academic performance, attendance and/or behaviour; the impact of these is evaluated at the next data input point.

Scrutiny of the data facilitates the impact of the use of specific individual budgets e.g. Pupil Premium report SEND information report to be evaluated. Racist, 'hate crime' and bullying incidents are reported to the local authority. These can also be analysed by group membership.

The extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities,) and the effectiveness of the school's engagement with their parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback) can be analysed and acted upon.

## Equality Objectives September 2018- August 2021

The following objectives have been derived from analysis of the school context and enable the Principal's vision for the school, Appendix 3, to be accessible to **all** pupils, irrespective of need:

- To provide regular training for teachers and teaching assistants on aspects of equality and the implications for classroom practice and pastoral support.
- To use opportunities for collaboration to develop best practice for meeting pupils' additional needs.
- To ensure that school policies take account of equal opportunities and accessibility.
- To ensure that the school is physically accessible to all members of the school community, as far as is reasonably practical.
- To embed the use of data to assist in identifying and closing any gaps in achievement, attendance or behaviour between particular groups of pupils and others.
- To ensure that pupils' protected characteristics do not prevent them from accessing extra-curricular activities.
- To ensure resources are sufficient to enable all pupils to access the curriculum
- To meet the needs of pupils with additional needs during internal and public examinations and transition between Key Stages.
- To ensure that all parents and other members of the school community can access information.
- To ensure that parents who are unable to attend school because of a disability are still able to access information about their child's progress.
- To increase the level of pupil voice from those with protected characteristics.

These objectives are published on the school website and updated every four years. Progress towards meeting equality objectives is reported on regularly to governors.

The impact of the policy is reported annually to the Governing body.

LAST REVIEW: October 2019

Signed..........Principal

Date..........

Signed..........Chair of Governors

Date..........

## Appendix 1

### Ethnicity and Diversity Statistics collated 25/10/2019

85% of pupils in the Primary phase are identified by their families as having a Pakistani heritage. Other pupils identify as having a variety of different heritages/ethnicities. 79% of pupils in the Primary phase live in the BD8 or BD9 areas, with fewer pupils coming from a wide range of other locations within the Bradford area. 33% (128) identify as speaking English as an Additional Language, this is much higher than the most recent National figure for state Primary Schools (21.2%). 4.6% of pupils are on the SEND register. 1.53% pupils (6) have an EHCP, much lower than the most recent data for Primary Schools (13.8%)<sup>5</sup>. 19.6% (77 pupils) are disadvantaged, again higher than the most recent National figure for state Primary Schools (15.7%)<sup>6</sup>

95% of pupils identify as Muslim or belonging to the Islamic faith; 7 families did not provide any information on this aspect of their life. Other pupils are identified by their families as belonging to other faiths or state they have none.

79% of pupils in the Senior phase identify as having a Pakistani Heritage (including those identifying as Mirpuri or Kashmiri). 4% of pupils identify as Indian and a further 3% as having a White British heritage. The remainder of the school population is made up of pupils identifying as having a wide range of ethnic backgrounds. Information on ethnicity has been received for all but 2 pupils in this phase. 59% of pupils in the Senior phase live in the BD8 or BD9 areas with a further 19.8% of pupils travelling from BD3, BD5 and BD7. Remaining pupils live in a wide range of other locations within the Bradford area.

33% (189) of pupils identify as speaking English as an additional language. 9.94% (57 pupils) appear on the SEND register in the Senior phase, this is still lower than the National average for England of 12.3%<sup>7</sup>. 1.57% of pupils (9) in the Senior phase have an Education Health and Care Plan (EHCP). This reflects the National average for England of 1.6%.<sup>8</sup>

28% of pupils in the Senior phase are classified as 'disadvantaged' - qualification comes through means testing or if the child is looked after or formerly looked after by the Local Authority. This is much higher than the most recent National Average of 14.1%<sup>9</sup>

89% of pupils in this phase are identified by their families as Muslim or belonging to the Islamic faith; 3% identify as Christian. Fewer families identify as Hindu, Sikh, or as having no faith.

83% of pupils in the Sixth form identify as having a Pakistani Heritage (including those identifying as Mirpuri or Kashmiri). The remaining pupils identify as having a wide range of ethnic backgrounds with no dominant minority group. Information on ethnicity has been received for all pupils in this phase.

36% of pupils in the Sixth form live in the BD3, BD5 or BD7 areas; 45% of pupils live more locally in BD8 or BD9. The remaining 18% of pupils come from a wide range of other locations within the Bradford area.

36% of Sixth form pupils identify as speaking English as an additional language.

4.76% (4) pupils appear on the SEND register in the Senior phase, lower than the National average for England of 12.3%<sup>10</sup> No pupils have an Education, Health and Care Plan.

7% (6) pupils in the Sixth form were classified as disadvantaged during Years 7-11.

93% of families in this phase identify as Muslim or belonging to the Islamic faith; 2 families have not provided this information to school. Other pupils identify as being of other faiths or none.

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<sup>5</sup> <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

<sup>6</sup> <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

<sup>7</sup> <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

<sup>8</sup> <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

<sup>9</sup> <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

<sup>10</sup> <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

## Appendix 2

### Equality Legislation and Guidance.

This policy responds to the current equalities legislation.

The Equality Act 2010 is the overarching legislation for all equality duties. The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

### Summary of duties

Race Relations Act (RRA) 1976/2000

A statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007

A statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;

Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007. The Act sets out that it is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit him/her as a pupil:
- b) by refusing to accept an application to admit him/her as a pupil, or
- c) where he/she is a pupil of the establishment:
  - i) in the way in which it affords him/her access to any benefit, facility or service,
  - ii) by refusing him/her access to a benefit, facility or service,
  - iii) by excluding him/her from the establishment,
  - iv) by subjecting him/her to any other detriment.

### Disability Discrimination Act (DDA) 1995/2005

A statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

### Education and Inspections Act 2006, duty to promote community cohesion

By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as: "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

### Essential Further Guidance

[DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities \(May 2014\)](#)

[Equality and Human Rights Commission Guidance for schools](#)

[SEND Code of Practice January 2015](#)



### **Appendix 3**

#### **VISION.**

Bradford Girls' Grammar School vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

With a strong focus on the personal development of every child; encouraging tolerance, compassion, and a strong sense of social responsibility and natural respect for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

## **Appendix 4**

### **Actions to improve accessibility 2018 - 19**

#### **Access to the School Curriculum**

Pupils with additional needs have been involved in selecting resources that meet their needs and adaptations to provision have been made as a result.

Teachers are aware that it is their responsibility to meet the learning needs of all pupils in their classes as outlined by the 2015 SEND Code of Practice, they take the lead in lessons and utilise TAs effectively. Arrangements for joint planning are in place.

Feedback from the SEND parental survey in the Senior phase has been considered and acted upon. The SENCO will attend all parents' evenings for greater accessibility.

The Senior Phase School Council includes a cultures and communities' committee to ensure that Equal Opportunities issues are raised and actioned.

#### **Access to Success**

School policies continue to reflect inclusive practice.

School Activities and Visits /Trips are adapted to ensure that all pupils can attend.

Individual risk assessments / personalised plans are developed to meet.

Emergency evacuation procedures are clear and adapted to meet pupils' individual needs and maximise attainment.

Regular review ensures appropriate provision and high expectations for all pupils.

SLT contribution to the Bradford LA Single Pathway process.

The school's senior phase Access Arrangements Policy for statutory testing / external examinations ensures that reasonable adjustments are made to meet pupils' individual needs.

The school's understanding of "Reasonable Adjustments" is made clear through school policy in relation to admissions, classroom practice and pastoral care.

The school continues to work hard to identify additional needs and provision at each transition point throughout a child's education and for in-year admissions.

#### **Access to, and improvement of, the Physical Environment**

In the Senior Phase, works have been completed to meet the needs of pupils with physical difficulties and sensory impairments.

Personal evacuation plans are in place for pupils with Special Educational Needs and/or Disabilities.

A second room for specific SEND use in the Senior phase is now available.

Evacuation signage has been updated and fire drill maps use a consistent format.

#### **Availability of accessible information for pupils with additional needs and their parents / carers**

EduLink software has been purchased and rolled out to parents/carers to enable them to gain information about their children, even if they cannot visit the school.

EduLink software allows parents of pupils with part-time timetables to access the same information as those with full timetables.

EduLink software has the facility for users to change the language displayed for easier access.

## Appendix 5

### Accessibility plan 2019-2020

This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Expected Outcome
<p><b>Access to the School Curriculum.</b></p> <p>To ensure resources are sufficient to enable all pupils to access the curriculum</p> <p>To provide regular training for teachers and teaching assistants on aspects of equality and the implications for classroom practice and pastoral support</p>	<ul style="list-style-type: none"> <li>Review accessibility of ICT (tablets, laptops, Interactive Whiteboards and Software) for pupils with additional needs</li> </ul>	July 2020	Staff time	SENDCO – both phases	SLT senior phase PMT primary phase	Pupils with additional needs access appropriate hard and software
	<ul style="list-style-type: none"> <li>Embed the evidence based approach to maximise the effectiveness of Teaching Assistants in the Senior phase.</li> </ul>	July 2020	Staff time	SENDCO both phases	SLT senior phase PMT primary phase	Interventions with high levels of impact are being used
	<ul style="list-style-type: none"> <li>Review and update PSHE Curriculum to take local context into account</li> <li>Develop the SMSC and assembly programmes</li> </ul>	July 2020	Staff time	PSHE Coordinator		PSHE and SMSC curriculum reflects local needs and National Curriculum
	<ul style="list-style-type: none"> <li>Continue to provide staff training in SEND awareness to reflect diverse needs of students within the school</li> </ul>	July 2020	Staff time and cover provided for school linking activities	Senior Leader PDBW SENDCO (Primary)	SLT senior phase PMT primary phase Principal	Staff training records
		Sept 2019	Specialist teams from LA Staff time	SENDCO both phases		

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Expected Outcome
To increase the level of pupil voice from those with protected characteristics	<ul style="list-style-type: none"> <li>Widen participation of SEND pupils and those who are who are New to English in school activities</li> </ul>	December 2019	School council time	Senior Leader PDBW SENDCO both phases EALCo	SLT senior phase PMT primary phase  SLT senior phase PMT primary phase	Senior Phase Student Council is fully representative

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Expected Outcome
<p><b>Access to success</b></p> <p>To ensure that school policies take account of equal opportunities and accessibility.</p> <p>To ensure that pupils' protected characteristics do not prevent them from accessing extra-curricular activities.</p> <p>To use opportunities for collaboration to develop best practice for meeting pupils' additional needs.</p> <p>To embed the use of data to assist in identifying and closing any gaps in achievement, attendance or behaviour between</p>	<ul style="list-style-type: none"> <li>Annual School Policy Review continues to include an equal opportunities/ accessibility check</li> <li>Ensure that pupils with protected characteristics continue to be able to access extra-curricular activities and Visits / Trips</li> <li>Develop links with Southfield Sixth Form College for SEN pupils</li> <li>Continue to contribute to the Bradford SEND panel process</li> <li>Review and update systems to improve outcomes for pupils with additional needs.</li> </ul>	<p>July 2020</p> <p>July 2020</p> <p>July 2019</p> <p>July 2020</p> <p>August 2020</p>	<p>Staff time</p> <p>Staff time</p> <p>Staff time</p> <p>Staff time and cover for linking activities</p> <p>Staff time</p>	<p>All staff with responsibility for updating policies</p> <p>Activity organisers Trip Leaders</p> <p>SENDCO Senior phase Vice Principal</p> <p>Inclusion Coordinators</p>	<p>Finance Director</p> <p>SLT senior phase PMT primary phase</p> <p>Head of Lady Royd Principal</p> <p>Vice Principal PMT primary</p>	<p>All policies clearly reflect inclusive practice</p> <p>100% of pupils with additional needs have accessed visits / trips / extra-curricular activities.</p> <p>Transition visit to Southfield in addition to local College provision</p> <p>Inclusion team termly updates</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Expected Outcome
<p><b>Access to Success</b> particular groups of pupils and others.</p> <p>To meet the needs of pupils with additional needs during internal and public examinations and transition between Key Stages.</p>	<ul style="list-style-type: none"> <li>• Embed internal access arrangements procedures for statutory testing / external examinations</li> <li>• To review and update documentation used to identify additional needs and provision at each transition point throughout a child's education and for in-year admissions</li> </ul>	<p>July 2020</p> <p>July 2020</p>	<p>SENDCO time</p> <p>Staff time</p>	<p>SENDCo / Exams Officer</p> <p>EAL Co SENDCO Senior Leader PDBW</p>	<p>SLT senior phase PMT primary phase</p> <p>SLT senior phase PMT primary phase</p>	<p>Record of access arrangements</p> <p>Year 7 documentation captures all relevant information</p> <p>Provision set in place ready for the first day of school.</p> <p>Managed Move / Alternative Provision Process ensures pupils' additional needs continue to be met</p> <p>SEND Information sent to other providers enables pupils' additional needs to continue to be met.</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Expected Outcome
<p><b>Access to, and improvement of, the Physical Environment.</b></p> <p>To ensure that the school is physically accessible to all members of the school community, as far as is reasonably practical</p>	<ul style="list-style-type: none"> <li>Continue to ensure the physical environment meets the needs of pupils with physical difficulties and sensory impairments.</li> <li>Review signage re: internet safety.</li> </ul>	<p>July 2020</p> <p>July 2019</p>	<p>Cost of works</p> <p>Staff time Printing costs</p>	<p>Estates Manager</p> <p>Safeguarding Lead (Senior &amp; Sixth)</p>	<p>Principal Head of Lady Royd Finance Director</p> <p>SLT senior phase PMT primary phase</p>	<p>Estates Manager's schedule shows works being completed</p> <p>Full complement of signs</p>
<p><b>Availability of accessible information for pupils with additional needs and their parents / carers.</b></p> <p>To ensure that all parents and other members of the school community can access information.</p> <p>To ensure that parents who are unable to attend school because of a disability are still able to access information about their child's progress.</p>	<ul style="list-style-type: none"> <li>Review system for ensuring accessibility of communications for parents with differing levels of literacy.</li> <li>Embed Edulink software ensuring that all accessibility features are employed.</li> </ul>	<p>July 2020</p> <p>July 2020</p>	<p>N/a</p> <p>Data Manager's time</p>	<p>Director of Communications</p> <p>Data Manager</p>	<p>Principal</p> <p>Director of Communications</p>	<p>Evidence of improved parental engagement through a variety of reasonable adjustments.</p>