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Identification and assessment arrangements

For the majority of pupils, their special educational needs will have been identified in the primary schools. The needs of others may only become apparent during secondary education.

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Arrangements for providing access to the curriculum

At Sweyne Park School we would expect to provide access for pupils with SEND to a broad and balanced curriculum, including the National Curriculum unless specified otherwise in an EHCP. In very exceptional circumstances (for example on medical grounds) a disapplication from the National Curriculum would be sought.

Links with Health, Social Services, Education Welfare and Voluntary Organisations

For some pupils with SEND, advice and/or extra support is provided by agencies outside the school. The degree of involvement and intervention can vary considerably from individual to individual, or may take the form of information or support for staff.

Where a pupil is receiving, or has received tuition from the Children's Support Service we work closely with their tutors.

Where appropriate, our Careers Adviser, Social Care and local mental health support services are also consulted.

All appropriate staff are invited to the Annual Reviews of pupils with an EHCP.

Transition and progression

Transition from Key Stage 2

When pupils with SEN are preparing to transfer to Sweyne Park School from primary schools, staff are involved prior to transfer. We welcome the opportunity to be involved in the Year 6 Annual Review for pupils with an EHCP and to spend time with them in the classroom. We visit the main primary feeder schools during the summer term and discuss the needs and current provision of pupils on the SEND register with their class teachers. Special Needs information is entered by the Primary Liaison Coordinator on the transition form. Parents may make an appointment with the SENCO and are encouraged to bring their child with them.

Progression from Key Stage 4.

When pupils are preparing for the transition from Key Stage 4, they meet with careers Advisers to discuss possible destinations. Pupils with an EHCP receive support from the Transition Pathway Service who attend Year 9 and 11 Annual Reviews and meet with pupils during Key Stage 4. School staff will liaise with colleges and training providers to enable a smooth transfer.

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Equality Policy

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3. Equal Opportunities for Staff

* note all staff issues are supported by the Trust HR suite of Police

This section deals with aspects of equal opportunities relating to staff at Sweyne Park School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with the Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below

4a. Race Equality

The Equality Act 2010 requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality; (see relevant policy - community cohesion section)
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity includin

4b. Disability

This section should be read in conjunction with the other sections of the inclusion policy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Equality Act 2010 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

- The Equality Act 2010 states that individuals with a mental illness no longer have to demonstrate that it is "clinically well recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

There is a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Publish a Disability Equality Scheme which covers these requirements and review this scheme every three years. (Appendix B)

4c. Gender Equality

There is a specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women, men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men, women and transgender people

Under our specific duty we will:

- Prepare and publish an Equality Opportunities Policy which covers the requirements and review and revise this policy every three years.

4d. Sexual Orientation

The Equality Act 2010 provides for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. The school currently has a Community Cohesion Policy.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by the following to

The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
The LGB ensures that no child is discriminated against in our school on account of their race, sex or disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and is supported by the LGB in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is di

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio econo

9. PubliARED

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Appendix A

Equal Opportunities and inclusion.

We are required to review our Equality objectives annually. These are included in our School Development Plan and for next year are as follows

A.

Risk assessments

Risk assessments are carried out for all activities and trips and the Essex Health and Safety Policy.

Pupils who need to be taken to hospital will be accompanied by a member of staff if the parents cannot

The Sweyne Park School Disability Equality Objectives and Scheme.

QUALITY INFORMATION AND OBJECTIVES

1. AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard for the need to:

- Report back to the Sweyne Park LGB regarding any issues in relation to equality.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to the LGB.

The designated member of staff for equality is Richard Bradley. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard for this document and work to achieve the objectives set out in Section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with discrimination provisions.

- Develop liaison with subject teachers regarding this cohort, including scrutiny of work.
- Tutors to coordinate attendance of identified pupils in this cohort at revision workshops.
- Deliver a tailored session regarding how to revise to this cohort of pupil prior to Year 11 mocks.
- Develop deployment of Assistant heads of Year to monitor this cohort at KS3.

Objective 4: to continue to ensure access for all staff.

We have chosen this objective because we value all staff and it is important for pupil progress that all staff are able to do their jobs effectively.

To achieve this objective, we plan to: