



EQUALITY STATEMENT 2019-2020

School Statement on Equality:

The Grove is a brand new specialist school, opened in September 2018, for young people aged between 5-19 diagnosed with autism, we opened our new site at Downhills Park Road in September 2019. The majority of pupils attending the school live within the London Local Authority of Haringey and arrive at the school from neighboring special schools or mainstream schools. We currently have 6 out of borough placements from neighbouring boroughs, Camden, Enfield, Barnet and Hackney.

This equalities statement applies to all pupils and staff at The Grove.

- Our school is committed to equality both as an employer and a service-provider:
- We aim to ensure that everyone is treated fairly and with respect.
- We endeavour to make sure that our school is a safe, secure and stimulating place for everyone and one that promotes wellbeing and acceptance.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for all of our pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council and family support work.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation, gender reassignment their marital or civil partnership status; pregnancy or recently becoming a parent (as outlined in the protected characteristics).

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We meet our specific duties to;

- publish information every year about our school population;
- to explain how we have due regard for equality;
- publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The Grove meets the diverse needs of its pupil population and makes advances in all aspects of equality through its focus on:

- Securing and maintaining excellent teaching, learning and assessment for all pupils
- ‘Narrowing any gaps’ in achievement identified within school and in comparison to local and national benchmarks
- Ensuring pupils are free from bullying in all its manifestations including all types of prejudice-based bullying
- Dealing effectively and consistently with pupil well being leading to self regulation and increased access to learning
- Building a cohesive school community where all pupils thrive.

Part 1: Information about the Pupil Population

The school plans to build its planned admissions number (PAN) over the next 4 years towards its full capacity of 104.

2018-2019	2019-2020	2020-2021	2021-2022
44	68	84	104

Information on Pupils by Protected Characteristics

The Equality Act (2010) protects people from discrimination on the basis of ‘protected characteristics’.

Disability

All pupils (100%) attending The Grove are diagnosed with autism which is considered a disability

Pupil Special Educational Needs Provision

All pupils (100%) attending The Grove have an Education Health Care Plan (EHCP)

Gender

Currently, there are 10 girls and 58 boys

Ethnicity Data

	Boys	Girls	Total
Black Somali	4	1	5
Bangladeshi	3	1	4
Black Nigerian	3	0	3
Latin American	1	0	1
Black Caribbean	3	4	7
White Eastern European	5	0	5
Black Angolan	2	0	2
White Chinese	1	0	1

White British	10	0	10
White Other	4	1	5
Black Congolese	7	0	7
White / Black Caribbean	2	0	2
Black Other African	5	3	8
Kurdish	5	0	5

Religion or Belief

Christianity	24	Judaism	1
Islam	11	Buddhism	0
Non-religious	29	Hinduism	1
Sikhism	0	Jehovah Witness	1

*Above data accurate at the time of collection: January 2020

Part 2: Our Commitment to Due regard for Equality

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010 and demonstrate through the following examples;

- Our school ethos and culture is very clear about meeting the individual needs of each and every pupil. As a special school, our cohorts of pupils are small and therefore statistically insignificant.
- The school's approach to personalised learning, teaching and assessment ensures every child's progress is scrutinised regularly and any slow progress acted upon immediately in order to narrow the gap.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- Our pastoral lead is a Stonewall Champion which is actively promoted through school
- Our complaints procedure sets out how we deal with any complaints relating to the school, including processes and actions.

School policies are available on our website or on request for anyone who wishes to read more about the work we do in school to promote The Equality Act (2020). Please contact the main school office on 020 3876 6555.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

- The school provides a clear Equality to Access for All guidance which is outlined as appendix 1.
- The school has an accessibility plan which is outlined within the Trust Accessibility Policy and Plan.
- The school building is fully compliant with the current DDA legislation requirements.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

- We monitor the attainment and progress of all our pupils by ethnicity each term and take actions to address any negative trends that may materialise.
- As the school is established it will be able to monitor and track data over a period of time to monitor progress of groups and report to these. The school is part of the LA Haringey pledge to support Black Caribbean and Black, Asian and minority ethnic (BAME) groups towards greater success.

Gender

We are committed to working for the equality of women and men.

- Our pupil population is skewed towards boys with 85% of our school population being boys and 15% girls.
- We monitor the attainment and progress of all our pupils by gender each term and take actions to address any negative trends that may materialise.
- As the school is established it will be able to monitor and track data over a period of time to monitor progress of groups

Part 3: Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and seniors leaders in the school are easily accessible to all pupils and parents.
- Family Support Services
- Pastoral Team
- Commitment to communication at all levels to provide access for the school community
- High quality information is communicated through regular newsletters, school website, social media, the learning environment and policy.
- Important information is shared with parents via messages, newsletters and family support services.

- Home/school contact books provide daily communication for pupils who travel on school transport.
- Regular and meaningful consultation takes place with the School Council and Family Support.
- Annual surveys of pupils, parents and staff are undertaken

Part 4: Equalities Objectives

The school aims to review and monitor its work in ensuring that it meets its duty under the Equality Act (2010). In doing so, the school has identified specific objectives it intends to work towards in pursuit of this commitment.

Equalities Objective	How will it be monitored?	Lead	Time	Success
To promote equal access for all parents and carers through school wide services that help them support their child	Measure of parent engagement at key meetings Tracking Family Support Data	NH NH	July 19	Increase the number of parents accessing school and support compared to baseline at Sept 18. Achieved: Significant increase. Attendance at Annual Reviews has risen to over 95%. Number of families working with pastoral team has increased over 25%
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	Medium Term Planning Scrutiny Subject lead review SOW SMSC Statement Assemblies Staff Questionnaires	SLT EK EK EK SLT SLT	July 2020	Increased confidence and understanding of SMSC across staff team. SMSC is observed as being embedded throughout T+L
To tackle prejudice and increase understanding and acceptance of equality through direct teaching across the curriculum	Pastoral Data Wellbeing Data Wellbeing Plans	NH NH SLT	July 2020	Comparison of data with a reduction of incidents because of increased understanding by pupils
To track the incidence of prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010	Weekly wellbeing Data reported to SLT Pastoral report to governors	NH NH	Sept 2020	Comparison of data of incidents to identify where targeted intervention work may be required.
To collect and audit data to demonstrate how well the school ensures equality of opportunities for all its pupils, regardless of need	Academic data tracking Wellbeing data Review Equality Access statement	HG NH LS	July 2020	Engagement data shows that increased number of students are included in class, school and inclusive activities.

To continually consider through annual auditing how teaching materials and resources used across the curriculum reflect positively those inequalities related to the protected characteristics listed within the Equality Act.	Medium Term Planning Learning Walks Learning Environment Assemblies Pupil Feedback and questionnaires School Council	SLT SLT SLT SLT SLT	Sept 2020	Resource audit across the school shows there are a variety of teaching materials used to promote equality and positive images
To ensure good progress for those pupils who are identified as having particularly challenging needs	Progress Data Wellbeing Data Attendance Data Annual Reviews MAG Meetings (Signs of Safety) MDT Reporting	HG NH NH SLT SLT SLT	July 2021	Increased rates of progress across learning for key names pupils across the school year 2018-2019 and 2019-2020

Appendix 1

Equality of Access for All.

Information in Classrooms <ul style="list-style-type: none"> ● Student PLP Folders ● Student Targets ● Communication Walls ● Access to Communication Books or Visual Cues 		
ALL students at The Grove will have at all times access to Whole Class Strategies and Provision.	SOME students at The Grove will have Additional Integrated Support.	A FEW students at The Grove will have Individualised and Personalised Programmes.
Environment <i>Clutter free, low arousal Structured and predictable Timetables Now and Next Boards Accessible building</i> Communication <i>Access to total communication SALT universal input Signing Communication wall Visual & Symbol supports Identification on PLP</i> Positive Behaviour Support & wellbeing <i>Positive reinforcement Access to rewards systems</i>	Environment <i>Use of shared workstations</i> Communication <i>Individual communication systems SVN Communication Individual task boards Attention Autism Colourful Semantics SmiLE Therapy Lego Therapy VERVE Therapy Talking Mats Social Skills Intervention Groups</i> Positive Behaviour Support & wellbeing	Environment <i>Individualised work stations</i> Communication <i>SALT direct input Personalised communication programme Intensive Interaction PECS</i> Positive Behaviour Support & wellbeing <i>Data and evidence analysis feeding into wellbeing plan and support programmes PBS programme of support Regular discussions with staff Block of home liaison support offered</i>

<p>Identification on PLP School rules Structured and routine systems Wellbeing plan School wide PBS approach</p> <p>Curriculum Access Structured Teaching using the TEACCH approach</p> <p>Semi Formal: Access to curriculum links in medium term planning Formal: Structured teaching and learning Targets identified on PLP Thematic learning Life Skills learning towards adulthood Knowledge and application of skills Enrichment via clubs</p> <p>Physical / Sensory Access to sporting activities OT Universal support Sensory profiling Access to sensory box</p> <p>Resources Skilled support from well trained support staff - school CPD programme to enable high levels of expertise Visuals Calm rooms and sensory rooms Schedules Parental Training</p> <p>Safeguarding and pastoral Identification on PLP Staff training PHSE teaching embedded covering staying safe Support adjusted to level of need Consistent approaches to address student understanding Well-being week Targeted approaches to emotional regulation Training for parents</p>	<p>Detailed Wellbeing plan to outline support for individual Intervention supports such as break cards or 5-point scale. School wide PBS approach Home Visit or support from pastoral team.</p> <p>Curriculum Access 1:1 support for PLP Targets Academic intervention groups In task schedules Sensory interventions such as movement breaks and sensory circuits. Inclusive lessons with mainstream peers</p> <p>Physical / Sensory OT Indirect support Quiet areas for de-escalation Sensory Programmes Additional movement breaks or heavy workouts built into learning time Specific equipment such as weighted jacket</p> <p>Resources Technology curriculum access equipment with specific Apps 1:1 staff support to enable access Additional Training for staff Cygnet Training</p> <p>Safeguarding and pastoral MyConcern tracking CAMHS referrals EP Support Signs of Safety meetings</p> <p>Assessment Intervention tracking Therapy Tracking integrated into daily learning SCERTS assessment and tracking</p> <p>Risk Management Visit risk assessments</p>	<p>Individualised support programme monitored regularly and shared with staff</p> <p>Curriculum Access Personalised Learning programme</p> <p>Physical / Sensory OT direct input Targeted sensory programmes</p> <p>Resources Individualised communication aids Specific equipment required Translating services (for families)</p> <p>Safeguarding and pastoral TAC or TAF support SPA CAMHS support EP support Professional teams within LA</p> <p>Assessment Individual tracking for academic, personal and emotional development reviewed with forward planning. Sharing of information by all staff MDT input with therapy support across the day.</p> <p>Risk Management Physical intervention plans (PIP) Additional staff allocations Individual risk assessment Involvement of EP or CAMHS Training for staff</p> <p>Medical Access to trained nurse to manage care plans Emergency medication available and trained staff to administer</p>
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<p>Assessment <i>Regular evaluation of learning through data and PLP</i> <i>Termly parent consultations</i> <i>Pupil progress meetings</i></p> <p>Risk Management <i>Education visits risk assessments</i> <i>Whole school risk assessments</i></p> <p>Medical <i>Access to school nurse and sexual health clinic</i></p>	<p><i>Focuses discussion with staff teams</i></p> <p>Medical <i>Access to school nurse</i></p>	
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