

Nelson Academy Equality Statement 2017



The Equality Act 2010 applies to maintained and independent schools in England and Wales and covers all aspects of school life related to how a school treats pupils, parents and carers, employees, volunteers and all members of the school community.

It requires us to report to you on how we are showing due regard to inequalities within our school. The governors and staff at Nelson Academy are committed to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relationships between all groups

Our two specific duties are:

- To publish information to show how we are complying with the Equality Duty
- To publish measurable equality objectives

Our Equal Opportunities Policy, Behaviour Policy, Anti-Bullying Policy and Anti-Racism Policy clearly state how the whole school community works together to eliminate all forms of discrimination, harassment and victimisation. Policies are reviewed regularly and are available to view on the school website. The Governing Body monitors school policy and practice annually.

Our Academy Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community. In addition the school has an Equality Action Plan to specifically address issues of inequality. These issues may include pupil attainment, pupil progress and attendance.

Nelson Academy Contextual Information

Number on Roll: 395

Gender:

Boys: 49% Girls: 51%

Disability

The school has full disabled access within the building and premises. Reasonable adjustments are made for pupils and staff who have disability in order for them to participate fully and fulfil their role within the school.

Progress for children with disability is good.

SEN

At Nelson Academy we believe in participation for all. We have classes for children from Nursery age through to Year 6, and also an Autistic Spectrum Disorder Specialist Resource Base. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Our SEN profile for 2017-18 shows that 14% of the children on the school roll are identified as having SEN, and 31% of those children have a Statement of Special Educational Needs/Education Health and Care Plan – this figure is significantly above the national average.

Of the children identified as having Special Educational Needs:

44% are identified as having a primary SEN linked to Communication and Interaction

20% are identified as having a primary SEN linked to Cognition and Learning

33% are identified as having a primary SEN linked to Social, Emotional and Mental Health Difficulties

2% are identified as having a primary SEN linked to Sensory and/or Physical Needs

Although some attainment is below national expectations, children with SEN at Nelson Academy make very good progress across EYFS, KS1 and KS2.

Ethnicity

The largest ethnic groups in the school are: White British (85%) White Other (9%)

Mixed White/Black African (>.1%), Mixed White Black Caribbean (>1%), Asian (>1%)

Currently 9% of children in the school are identified as learning English as an additional language.

The school has support in place for these pupils in order to assess and monitor their language acquisition where needed.

Religion/Belief

We have no information on religion for 65% pupils.

20% children are identified as having no religion, 13% of children are identified as Christian, 2% are identified as 'other religion', including Hindu and Muslim.

How the School Advances Equality of Opportunity

- Through Curriculum - Ensure access for all children - Differentiation - Reasonable adjustment - Personalisation to meet needs
- Nurture groups and Learning Mentors
- Interventions to accelerate progress
- Tracking – focus on individual child's attainment and progress - Links to provision mapping of intervention groups - Reasonable adjustment - Personalised
- Links to local community groups within the community e.g. visits to local religious places of worship and old people's homes
- Ensure access to wider curriculum and sports for all children
- Provision of a Student Services Officer to work with parents and families
- Provision of extra teachers and Teaching Assistants through Pupil Premium and Cluster SEND Funding
- Implementation of equal opportunity through staff and employment policies e.g. Recruitment and Retention, Pay Policy etc.
- Attendance panels held regularly to support parents whose children have high absence
- School council/pupil voice input into decision making in the school
- Staff training made accessible for all members of staff
- Internal and external health plans ensure full participation in school activities and reasonable adjustments are made
- Statutory assessments

How we foster good relations

- Involvement of Governors in the School (Outside agencies – liaison/referral services)
- Local community projects, visitors, events
- Pupil voice and school council engagement in decision making, school events and charity fundraising

- Friends of Nelson Academy – events
- Parents’ meetings, reports, curriculum letters, website
- Work with outside agencies carried out to achieve the best outcomes for all within the school and community

Pupil Premium

Pupil Premium funding is awarded to schools based on the number of children who are:

- Registered as eligible for free school meals (FSM) at any point in the last 6 years
- ‘Looked After Children’ by an English Local Authority
- Ceased from being ‘Looked After’ by a Local Authority
- Service children (children and young people with parents in the regular armed forces) or those in receipt of a child pension from the Ministry of Defence

The government awards this money in order for schools to tackle inequality that may be caused by socio-economic disadvantage. The school uses the money to improve pupil outcomes and progress. Information about the Pupil Premium is available on the school website.

Nelson Academy Equality Objectives

Objective	How?	What will success look like?
All pupils to make at least expected to good progress, including vulnerable and disadvantaged pupils.	Tracking of each pupil’s progress.	Most pupils make accelerated progress between key assessment points.
To continue to raise attainment of more able pupils throughout the school, particularly in reading, writing and maths.	Staff training. Focus for observations. Focus on the Mastery Curriculum.	Increase in levels of attainment so that pupils in each year group attain above age related expectations at least in line with national expectations.
To further improve attendance and punctuality.	Newsletter Letters home Attendance assemblies Prizes for 100% attendance.	Attendance figures to rise to 97+%

