**Equality statement and objectives**

Pear Tree is committed to ensuring equality of provision throughout the school community irrespective of race, gender, disability, sexual orientation, gender reassignment, religion or belief, or socio-economic backgrounds.

We strive to ensure that equality of opportunity is available to all members of the school and wider community. For our school this does not simply mean treating everybody the same but understanding and tackling different barriers which could lead to unequal outcomes for different groups of pupils whilst celebrating and valuing the achievement and strengths of all members of the school community.

Pear Tree School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010
* Advance equality of opportunity – between people who share a protected characteristic and people who do not
* Fostering good relations between people who share a protected characteristic and those who do not
* Consulting and involving those affected by inequality, in the decisions your school takes to promote equality and eliminate discrimination – affected people could include parents, pupils, staff and members of the local community

These specific duties have been considered in relation to all our policies and procedures in school.

As a public organisation, we are required to:

* Publish information to show compliance with the public sector equality duty in the Equality Act 2010. This is done via our [Single Equalities Policy](https://peartreeschool.co.uk/wp-content/uploads/Single-Equalities-Policy-Rev-Aut-19.pdf).
* Publish Equality Objectives which are specific and measurable. These can be found below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Implementation Plan for increased engagement and progress through an enhanced curriculum provision and delivery for all groups of children and young people** | | | | |
| 1. **To enhance the provision and implementation of the curriculum for pre, semi and formal learners to achieve greater outcomes** | | | | |
| Evidence (Why?) | Intervention description (what) | Implementation activities (how) | Implementation outcome (how well) | Final Outcome (and so) |
| Observed increased engagement this year through the AA model and would like to develop this further.  Introduction of Talk for Writing has removed sensory stories as a standard approach to teaching  Complexity of cohorts has increased over-stimulation in classrooms which makes pre-formal intervention less effective  Increased engagement of complex ASD pupils has widened the gap between groups | Active ingredients:   * Curiosity approach – AA * MSI class bases for morning provision * Rebound Therapy, Physical Development and Physiotherapy integrated within timetable * Established MSI teaching environments with highly skilled staff * Smaller focused class groups for semi and formal learning groups | * Bespoke staff training * MDT approach to planning and delivery of curriculum * Inclusive timetable including key components   \*physiotherapy  \*communication  \*Intensive Interaction  \*Routes for Learning  \*Attention Autism  \*PD  \*Music   * Creation of multisensory environments to help remove barriers to learning | Short term   * Creation of provisional timetable * Staff fully trained on MSI /Sensory delivery * Creation of Multi-sensory bases | * Increased engagement * Daily Multi-sensory sessions * Highly skilled staff in delivery of MSI provision. * Improved learning environment for all pupils * Increased progress for all cohorts of pupils * Case studies demonstrate improved outcomes |
| Medium term   * VI/HI Advisory Teachers to use Evidence for Learning to monitor progress * Total communication embedded |
| Long term   * Students make significant progress within their Routes for Learning / IEP/ Physiotherapy and MSI targets within a full academic year. |
| Leader(s) responsible: Rebecca Warnock, Chloe Slater | | | | |
| Governor(s) responsible: | | | | |
| **Implementation Plan for increased engagement and progress through an enhanced curriculum provision and delivery for all groups of children and young people** | | | | |
| **ii) To ensure provision in the Compass Centre is increasingly responsive to the changing need of cohort** | | | | |
| Evidence (why) | Intervention description (what) | Implementation activities (how) | Implementation outcome (how well) | Final Outcome (and so) |
| Compass Centre learning environment is not effectively meeting need due to the changing cohort  Current provision has had reduced impact for changing cohort of pupils.  Observed increased engagement this year through the AA model  Increase in external professional coming into school causing disruption to pupils and curriculum activities.  Outside agencies including LCC are unclear about Compass Centre admissions | Active ingredients:   * Enhanced CC setting, provision and structure in light of changing cohort * Training schedule for academic year planned * Review AA sessions and extend further across whole cohort * Protocol in place to manage external professionals coming into the setting to work with pupils * Protocol in place for admissions to the Compass Centre and shared with LCC and other professionals | * Building improvements to whole setting * Redesign curriculum and provision for all pupils * Training for all staff to support new staffing structure and improvements to provision * Training for all staff AA, extended training for lead staff running groups * Develop more effective multiagency working to best support pupils and families | Short term   * Plan and implement new timetables * Change staffing structure * Improve learning environment (MSC, SR) * Protocol for admissions * Training for all staff on use of new MSC * Protocol developed for visiting professionals * All staff training in AA | * Improved learning environment and outcomes for all pupils, increased engagement and progress * Dedicated specialist staff * All staff to have increased confidence and expertise to lead sessions for pupils * Yearly training plan established and embedded * Improved behaviour across whole cohort * Reduction in RPI/Serious incidents across whole cohort * Improved admissions process * Effective multi-agency working |
| Medium term   * Review and revise timetables * Curriculum training for all staff * Key staff extended training in AA |
| Long term   * Effective and impactful timetables for all pupils embedded * Training programme established and future training identified |
| Leader(s) responsible: Vicky Farish, Alex Haley | | | | |
| Governor(s) responsible: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Implementation Plan to ensure there is a consistent and appropriate support and recognition to meet the needs of a diverse group of pupils** | | | | |
| **ii) To appropriately support and celebrate diversity across school for pupils who have a Protected Characteristic** | | | | |
| Evidence(why) | Intervention description (what) | Implementation activities (how) | Implementation outcome (how well) | Final Outcome (and so) |
| Staff lack confidence and understanding around protected characteristics.  Statutory guidance states LGBTQ+ should be embedded within the curriculum.  Current curriculum features one off days or weeks ‘e.g. Our Families’.  Increase of parents/families with protected characteristics.  Local demographic is not culturally diverse. | Active ingredients:   * Knowledgeable lead teachers and Family worker (Will, Alice) * Training programme to upskill all staff in this area. * Clear guidance for all staff to follow. * MDT working as required. * Curriculum that supports teaching and learning of protected characteristics. | * Alice and Will to research and attend relevant training to remain up to date with latest updates and statutory guidance. * Alice and Will to deliver staff training linked to the identified planned protected characteristic focus for that half term. * Attend governor meeting to provide updates * Updates and rationale shared with teaching staff * Create resource banks linked to key focus per half term. * Signposting on Facebook/Spider. | Short term   * Clear timetable of planned training to include outside speakers if appropriate. * Planned timetable of curriculum events. | * Increased teacher confidence. * Our environment/ resources reflective of school demographic. * Resource banks mean improved quality of education. * Curriculum is reflective of statutory guidance changes and is evolving. * Pupils and families feel more understood and supported |
| Medium term   * Review and update curriculum. * Work scrutiny reflects changes or new tags included. |
| Long term   * All staff are demonstrating increased confidence. * Curriculum is updated and reflects statutory requirements. |
| Leader(s) responsible: Will Norris, Alice Holden | | | | |
| Governor(s) responsible: | | | | |

Updated Autumn 2023 Next Review Autumn 2024