



“Growing together, reaching higher”

EQUALITY OBJECTIVES

2018 - 2019

CONTENTS

1. General Statement	Page 3
2. School Context - Pupil	Page 3
3. Additional Groups	Page 4
4. Our Equality Objectives	Page 5

1. GENERAL STATEMENT

This document provides information on our school context with respect to the protected characteristics set out in the Equality Act 2010, sets out our equality objectives and provides data to demonstrate our progress towards these aims.

2. SCHOOL CONTEXT - PUPIL

This section provides information on the composition of the pupil population at the school with respect to the protected characteristics outlined in the Equality Act. The Act protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Gender (%)

- Male: 55 %
- Female: 45 %
- Other/ Not Stated.

Special Educational or Medical Needs and Disability

- Pupils with a Statement of SEN or EHCP (%): 12

Ethnicity and Race

Ethnic Background	Number on Roll
Afghan	7
Any other Asian Background	1
Arab (other)	15
Bangladeshi	140
Black - Somali	77
Black Carribean	2
Black Ghanaian	1
Egyptian	3
Gypsy/Roma	2
Indian	9
Kashmiri Pakistani	62
Kurdish	3
Mirpuri Pakistani	157
Not Obtained	8
Other Asian	3
Other Black African	1
Other Chinese	2
Other Ethnic Group	1
Other Kashmiri	6
Other mixed background	1
Other Pakistani	303

Other White background	3
Other White British	2
Pakistani	12
Portuguese	1
Refused	2
Roma	8
Sudanese	1
White and Asian	2
White and Other	2
White and other Asian background	1
White British	1
White Eastern European	9
White Italian	4
White Western	2
Yemini	37

Religion and Belief

Religion & Belief	Number/%	Religion & Belief	Number/%
Christian	11/0.1%	Other	0
Muslim	665/1.2%	No Religion	
Jewish	0	Not Stated	210/23.6%
Hindu	1/0.1%		
Sikh	2/0.2%		

3. ADDITIONAL GROUPS

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	209	165	347	41.9%
Pupils from low income backgrounds				
Number of pupils eligible for Pupil Premium	266	206	472	52.9%
Number of pupils receiving the 16-19 bursary (post-16)				
Number of looked after children: 0				
EQUALITY OBJECTIVES			PAGE 4 OF 5	

4. OUR EQUALITY OBJECTIVES

- Narrowing gaps between particular groups e.g. Pupil Premium and non-Pupil Premium, SEND and non-SEND.
- Accelerating progress of particular groups e.g. EAL, SEND.

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium and those who do not. This will be achieved by:

1. All PP students have the opportunity to take part in extra-curricular/ enrichment activities and an external academy visit
2. Outcomes at the end of KS4 show that there are diminishing differences between the performance of Ark Boulton PP students and all students nationally
3. Attendance of PP students at Ark Boulton is in line with all students nationally and non-PP students within the academy
4. Behaviour continues to improve; there are further reductions in the number of exclusions of PP students and the difference continues to diminish
5. An increase in the percentage of Year 11 students that attain a strong pass in their English and Mathematics GCSEs

Review date and comments

Review of Pupil Premium Strategy Outcomes, October 2017

Progress of Year 11 PP students is better than national expectations (+0.1) this is an increase of +0.2 from 2015/16

PP student progress in English is stronger than non-PP students in English

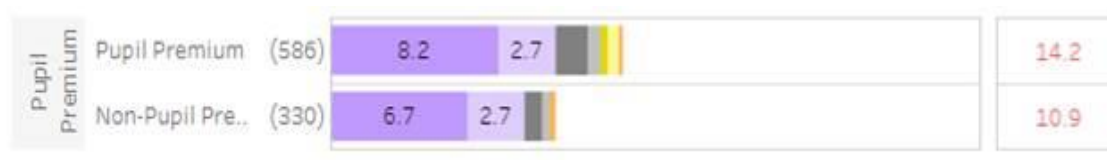
There was a 1% increase in the PP students achieving the basics at GCSE there remains a 4% difference between PP and non-PP in this area (49% vs 53%)

The percentage of students achieving the Ebacc has increased by 8% though a difference remains (12% vs 19%)

Exclusions

The number of exclusions of PP students has reduced significantly and the difference between PP and non-PP has diminished between 15/16 and 16/ 17

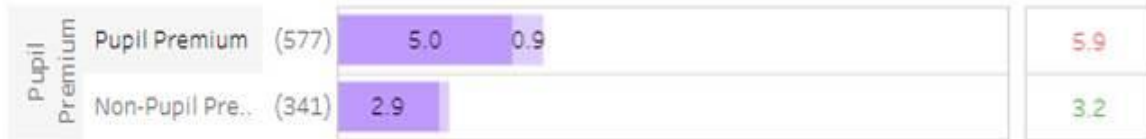
2015-2016



14.2 % of PP (48 out of 586) students received 1 or more fixed term exclusion

10.9% of non-PP (22 out of 330) students received one or more fixed term exclusion
 3.3% gap between PP and non PP

2016 – 2017

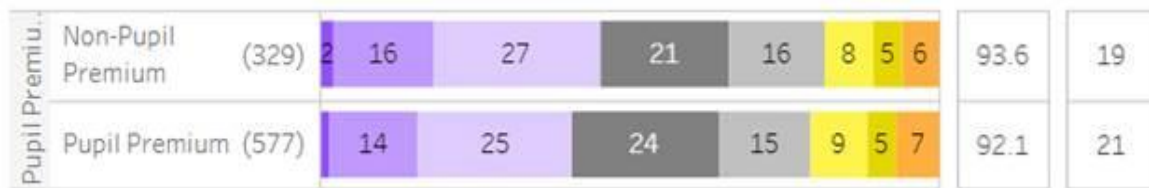


5.9 % of PP (34 out of 586) students received 1 or more fixed term exclusion
 3.2% of non-PP (10 out of 330) students received one or more fixed term exclusion
 2.7% gap between PP and non PP

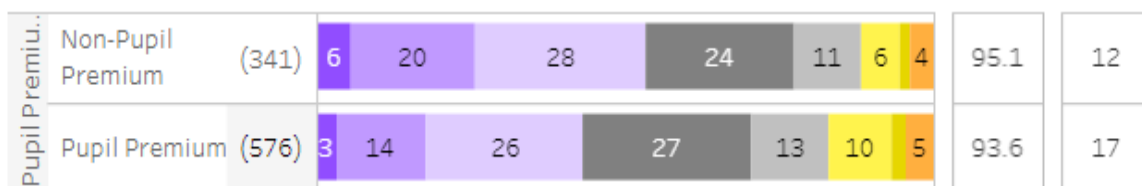
Attendance:

The attendance of Pupil Premium students has improved with the difference between Ark Boulton PP students vs all students nationally diminishing from 2.5% to 1.6%. PP students at Ark Boulton Academy have stronger attendance than students nationally who are in receipt of free school meals (92.8%)

Attendance of PP vs non-PP in 2015/16 was 92.1% vs 93.6% the national attendance average was 94.6%



Attendance of PP vs non-PP in 2016/17 was 93.6% vs 95.1% the national attendance average was 95%



Equality Objective 2: We aim to improve the progress made by pupils with SEND. This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities and appointment of Lead for Enhanced Provision.**
- Small group teaching in target areas.**
- Close monitoring of progress and attainment.**

Review date and comments:

Cognition and learning

- The Faculty of Enhanced Provision at ARK Boulton Academy supports students in the academy with a wide variety of needs. 1:1 Mobility Support Assistants are deployed effectively to provide additional support within lessons through differentiation/tailored teaching and group/individual activities. They are also attached to year group, providing mentoring and monitoring the attendance and behavior of students on the SEND register within this year.
- **support from external agencies: Pupil and School Support (PSS) and Communication and Autism Team**
- **Fresh Start Reading program** – targeted support to help SEND and ELA students with decoding and comprehension skills. The program aims to support students to meet their chronological age.
- **Break out groups** (interventions during Lead Learning Time and during curriculum time) in order to improve literacy levels for students with significantly poor reading ages.
- **After school clubs/catch up sessions – for students who cannot receive required level of support at home in order to complete homework.** One to one mobility support assistants are available after-school three days a week to provide support with homework.
- **Access to ICT for students with physical impairments**
- **Access Arrangements** - in order to remove barriers to achieving one's full potential within examinations and within lessons.
- **Mentoring interventions for year 11** – in to provide students with guidance on how to approach year 11, in particular during the examination period. There is a focus on removing stress in order to reduce any impact upon Mental-Wellbeing.
- **Differentiated curriculum for year 10 and 11** – In order to provide balanced curriculum for students with low attainment; this is an alternative for a Modern Foreign Language and Religious education.
- **One page profiles are created by the SENCO in** which contains key information about that student in terms of their needs and also suggestions of provision strategies for teachers to implement. The profiles are based on reports and assessments from external agencies, key information handed over from primary schools and recommendations from the SENCO and members of the Faculty of Enhanced Provision. One Page Profiles are available on SharePoint and accessible to all staff at the Academy.

Physical needs including Sensory and Physical impairments:

Ark Boulton Academy is an inclusive school which values the abilities and achievements of all its students and has an ongoing commitment to improving the life chances of all students and those in their local community.

ARK Boulton Academy is Fully accessible Mainstream School; one of 8 FAM

school in Birmingham. We are promoting a culture of inclusion and diversity in which students can feel safe and confident in spite of their disabilities and will receive positive and supportive responses which allows them to reach their full potential and participate in a range of activities available in school. We provide our students with Physical difficulties and Sensory Impairments with the same opportunities as their able peers.

At Ark Boulton we regularly review our Accessibility Plan to ensure that all children have full access to the curriculum and the academy site (Lift access to all levels, automatic doors and ramps/slopes to access the ground level).

All students with physical disabilities have Personal Evacuation Plans, which is reviewed yearly with consultation of parents and the operations manager.

All one to one mobility support assistants receive appropriate training so they can support students with physical difficulties throughout the school. This includes hoist training, manual handling, platform life training, evacuation chair training and emergency first aid training.

Involvement of Professionals from External agencies – Jane Runacres from PDSS (Physical difficulties Support Services)

All students with physical difficulties are allocated one to one mobility support assistants in physical education lessons, who have received training from the PDSS on how to adapt activities to suit their specific needs. The training is ongoing from the PDSS.

PDSS also provide training for any specific physical condition that One to One Mobility Support Assistants require training for.

PDSS have worked closely with the SENCO in relation to training and adaptations for the learning environment. This includes advice on potential changes to buildings and classroom equipment that is available for our students.

PDSS and the SENCO create physical management plans for any students with physical difficulties which are reviewed bi-annually.

There is also similar involvement from Sensory Support services for both Hearing and Visual impairments. They can provide any training required in order to provide the highest quality of provision and teaching for our students.

Both PDSS and the Sensory Support services are involved in all annual reviews for students and review of their academic achievement.

Social Emotional and Mental Health

- Break and lunch time give SEND student opportunity to socialise in a more relaxed and stress free environment. Students have access to the Sensory room, to reduce sensory stimulation which may be overwhelming students high sensitivity.

- Access to the school counsellor – prearranged sessions but also opportunities to drop in and a cha and screening for potential future regular sessions.
- After-school small group counselling group, which combined Cognitive Behavioural Therapy and Mindfulness techniques, for students with difficulties and anxiety. This was delivered over a ten week period and covered a myriad of topics and issues, with an aim to develop self-help and self-care skills within the students.
- Access to an Educational Psychologist who delivered the Kid Cope 8 week programme for a student with Selective Mutism. This provided mentoring to build self-confidence and reduce distress caused by anxieties related to school.
- Preliminary plan in place that is being negotiated with the SLT link to SEND to increase provision for SEMH, through breakout groups delivered by a one to One Mobility Support assistant during the school day.

Small group teaching in target areas

Fresh Start – see above.

Break out groups (year 7,8 and 9) during Lead Learning Time with 1:1 Mobility Support Assistants. Students who attend the sessions were selected based on their current reading age – they had to score significantly below their chronological age –(less than 9years) The aim of the intervention is to increase literacy, reading age and reading comprehension, with the hope that this will improve their access to the curriculum and their attainment and progress.

Y9 booster/catch up after school sessions with selected small groups of underachieving SEND students. The focus of the session is on Math and Science, however as they are voluntary they are currently poorly attended. Parental involvement may be considered in order to provide encouragement for the students to attend.

Handwriting sessions - the aim of these session is to improve handwriting, writing speed and spelling. The sessions are run by the 1:1 Mobility Support Assistant whom is attached to the year group of each student placed on this intervention programme. The average time of the session delivery is 2x30 mins per week but this may be adapted according to a need of a student.

Close monitoring of progress and attainment.

The SENCo and members of the Faculty of Enhanced Provision tracks and monitors the attainment and progress of each pupil on the SEND register closely, enabling appropriate intervention to be put into place in order to provide effective academic and/or social and emotional support as needed. This tracking is enables a SEND register and Provision Map to be in place and updated regularly.

Ark Boulton Academy is committed to narrowing the gap, in terms of attainment, attendance and social and emotional development, of vulnerable and disadvantaged students. We endeavour to do this through Quality First Teaching and effective/appropriate interventions.

Students on the SEND register all have a One Page Profile which contains key information about that student in terms of their needs and also suggestions of provision strategies for teachers to implement. The profiles are based on reports and assessments from external agencies, key information handed over from primary schools and recommendations from the SENCo and members of the Faculty of Enhanced Provision. These One Page Profiles are reviewed 3 times annually during progress review day and also inset days. This review process involves ensuring support strategies are still appropriate and effective, whilst also in line with current trends in the field of SEND education. One Page Profiles are available on the SharePoint and accessible to all staff at the Academy.

In addition to this students with an EHCP have an annual review, facilitated by the SENCo, with professionals from external agencies, parents and school staff involved in the education of the student all present.

Multi-agency meetings take place three times a year in order to provide a holistic assessment of the most vulnerable students at the academy. This holistic assessment feeds in to action plans in order to fully support these students academically and emotionally/socially.

Following all of these review processes and an analysis conducted by the SENCo following each termly assessment point, needs are identified and suitable provision is implemented. This provision may involve withdrawal from class for 1-1 or small group interventions, access arrangements, allocation of One to One mobility Support Assistants for academic mentoring and in-class support, Homework Clubs and Revision Clubs. Further support may involve advice and training from external agencies (e.g. for strategies to support pupils with cognition and learning difficulties of social, emotional and mental health needs). These support strategies are agreed upon with teachers, rather than excluding them from the support process. Any additional support is always implemented alongside Quality First Teaching, which is the responsibility of subject teachers to implement with advice and support from members of the Faculty of Enhanced Provision.

Students with English as an Additional Language (EAL) do not necessarily come under the direct responsibility of the Faculty of Enhanced Provision; however, there is a close link between the EAL Coordinator and the SENCo. The EAL Coordinator delivers additional literacy sessions (Fresh Start) for year 7 and 8 students, whose reading age is significantly below their chronological age. Also, the Leader of Enhanced Provision delivers a Comprehension Programme – SRA Reading Laboratory. The students receiving extra literacy sessions are not required to study Modern Foreign Language as part of their school curriculum. If the EAL students are found to experience learning difficulty in their own language then they are referred to the SENCo and the Faculty of Enhanced Provision.

