

## **Annual Equality Statement September 2016**

### **The School Population**

- Kenmore Park Infant and Nursery School is a thriving multicultural school located amidst a culturally diverse community; the percentage of the school population with 'other than English' believed to be a child's first language is consistently above the national percentage.
- Children are able to speak approximately 31 different languages with Romanian, Gujarati, Tamil and Arabic being the most widely spoken other than English.
- The population consists of over 15 different ethnicities.
- During the last 3 years there has been an steady increase in the number of children from the European Union.
- The school population represents approximately 9 different religions.
- The staff population is increasingly multicultural; staff are able to speak approximately 11 different languages.

### **Staffing**

- The school adheres to statutory equal opportunities procedures when recruiting and promoting staff.
- The Inclusion Team, alongside the Senior Leadership Team, have responsibility for overseeing and reviewing equality procedures.
- The Governing Body has a delegated responsibility for monitoring that all equality policies and procedures within the school are adhered to.

### **Policies**

- Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities.
- The school has rigorous safeguarding policies in place including procedures to tackle bullying in all forms.
- The school has a clear disability accessibility plan in place.
- All school policies are linked with and make reference to the Equality Act 2010.

### **Curriculum**

- There is coverage within the curriculum to promote each child's understanding of equalities issues including community cohesion, gender roles, spiritual, moral, social and cultural development.
- Curriculum resources represent a wide variety of ethnicities, religions and cultural backgrounds.
- The school participates in anti-bullying week and actively promotes UNICEF's Rights of a Child. It is the first Infant School across London to have achieved the Level 2 Rights Respecting award demonstrating its commitment to promoting equality and justice.
- All reasonable adjustments are made to ensure the school's physical environment is suitable for all students.

### **Consultation and Involvement**

- The school has procedures for finding out how pupils think and feel about the school and has due regard for the Equality Act when responding.
- The school has procedures for consulting and involving parents and carers in all aspects of school life and has due regard for the Equality Act when responding.

### **Tracking**

- The school uses a variety of data sources to rigorously track the attainment and achievement of all groups of children including but not limited to gender, ethnicity and disability.
- If the school identify an underachieving group of children, additional measures are put in place to enable each child to reach their potential.

### **Equality Summary**

A new Equality Act began in 2010. This replaced:

- Disability Discrimination Act
- Race Relations Act
- Sex Discrimination Act

The new act gave schools a public sector equality duty (PSED) to advance equality of opportunity between people who share a protected characteristic and those who do not. There are 8 protected characteristics: race, gender, religion, disability, sexual orientation, gender reassignment, pregnancy and age.

The Equality Act demands that from September 2012 schools and LAs have a duty to supply auxiliary aids and services for disabled students, as **reasonable adjustments**, where they are not being supplied through SEN statements or from other sources.

### **What can be classified as a disability?**

There is no exhaustive list of conditions that qualify as a disability as the focus is on the **effect** the impairment has. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious. Conditions that can qualify are:

- Autistic Spectrum Disorder
- Dyslexia
- Dyspraxia
- Asthma
- ADHD
- Learning Difficulties
- Mental health conditions including OCD depression, eating disorders, personality disorders and some self-harming

**What is a reasonable adjustment?**

Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

*...this will particularly be the case where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service.*

At Kenmore Park Infant and Nursery School, we work very hard to ensure that we fulfil our Public Sector Equality Duty and advance the equality of opportunity of our students.

For a list of **reasonable adjustments** made please contact:

<b>Kenmore Park Infant and Nursery School Equality Objectives</b>	<b>Responsibility</b>	<b>Date of Review</b>
To continue to make 'reasonable adjustments' to the physical learning environment and curriculum resources to ensure equality of educational opportunity for all pupils	All school staff	January 2016
To increase the average point score (APS) of disadvantaged* students	All school staff	July 2016
To implement recommendations from the accessibility audit	All school staff	December 2018

\*Disadvantaged refers to children who receive free school meals and children looked after by the Local Authority

**Equality Provision and Adjustments**

If you would like further information on the school's equalities procedures please contact the Headteacher, Mrs R K Mahil-Pooni, via the School Office or email at [office@kpins.harrow.sch.uk](mailto:office@kpins.harrow.sch.uk)

Agreed by the Governing Body: 12 October 2016

Review: October 2017