



**Equalities Report
2022-23**

Our Equalities Objectives for 2022-23 were:

- To establish and publish a cohesive Equality, Diversity and Inclusion policy, approved by all stakeholders, which meets the needs of our changing school community.
- To ensure that every student experiences dynamic, adaptive and reflective learning and teaching at all levels.
- To ensure that assessment of work is forensic, diagnostic and contributes to the very best outcomes for all.
- To ensure an ambitious, purposeful and cohesive curriculum which plans for and achieves the very best outcomes for all students
- To continue refining support for students with special educational needs and disabilities so that their progress is comparable to their peers and the gap between their attainment and that of their peers at KS4 is narrowed.
- To continue to celebrate the diversity of the school community by promoting understanding and appreciation of cultures from around the world, and particularly those reflected in our school community. To ensure that role models reflect the diversity of the school's population including those who have a heritage from more than one culture, and ensure that students feel able to discuss and educate the whole community in terms of identity, heritage and culture. To value the languages spoken by our school community.
- To ensure that the larger number of Sixth Form boys are fully integrated and included in the school community and that they make comparable progress to their peers.

The Progress of Students with Special Educational Needs and Disabilities

There were 48 (2021-22: 48 - no change in number) students on the school's SEND register during the academic year 2022-2023

19 were listed as having ASD (Autistic Spectrum Disorder)

16 were listed as having a SpLD (Specific Learning Difficulty)

8 were listed as having a Social, Emotional and Mental Health Need

15 were listed as having received or been referred to support from CAMHS

N.B. The number of needs exceeds the number of students as some students have more than one need.

The school had no students with an Educational Health Care Plan.

The size and nature of the SEND cohort fluctuates. The SEND cohort tends to increase in size as a year group moves up the school as needs emerge and are identified. Each year the school supports a small number of students who are hospitalised working with the relevant education provider to ensure that they continue to have access to the curriculum whilst they are being treated. These students tend to study fewer subjects than their peers because their health impacts upon their capacity to study. Because of the relatively low numbers of students with an SEND in each year group, some of the detailed data has been withheld to prevent individual students from being identified. Students with an SEND tend to benefit from Exam Access Arrangements to support them in formal assessments.

The Progress of Students with a SEND

Students with an SEND in Year 13 had a slightly lower average points score than their peers without a SEND (35.93 as opposed to 42.07). However, the VA score for SEND students was -0.32, slightly higher than the VA score for the whole cohort -0.46. The average grade for both those with and without an SEND was B. It is pleasing that the overall progress for SEND students is broadly in line with those without and SEN, and that they have equalled attainment levels. The value-added figure indicates that the SEND group made good progress relative to their starting point. It must be noted that this cohort did not take GCSE examinations, grades for this cohort were based on Centre Assessed Grades at GCSE due to the Covid pandemic. This must be considered when comparing data. SEN students made overall similar progress to the rest of their peer group. This suggests that the support measures for the individuals who made up this group were effective. The school supported individual students helping them to manage their workload, adjusting their curriculum and improving their study skills as required. In addition, students benefitted from EAA throughout their A level study, and increased support from the Sixth Form Pastoral team.

In year 11 the average grade of the cohort was grade 8C, with 63% of the SEND cohort achieving an a grade 7 or above. The small number of students in this cohort make it difficult to identify a pattern of performance, 9 of the 11 SEN students took 8 or more GCSEs.

In the Main School students benefit from the support of the SENDCo and team to ensure that their needs are met, this includes EAA and in class support via liaison with Curriculum leaders and teaching staff.

Improving attendance continues to be a key strand of the work to improve the outcomes of the SEND group.

Conclusion

Preventing the attainment gap from widening in Key Stage 4 by adjusting the curriculum and providing more, early individual and small group support where possible, as well as monitoring and improving the attendance of SEND students in the Sixth Form are crucial in terms of closing attainment gap (as measured by average grade) for SEND students. 10 students are listed as having an SEN in the new Year 13 and close monitoring and early intervention with support from the Sixth Form team and Learning and Well-being Mentor will be key. The attainment and progress of all SEND students should remain a focus for the academic year 2023 – 24.

Equality, Diversity and Inclusion Policy

After extensive consultation with students, staff, parents and having sought legal advice, the school is proud of its publication of a full Equality, Diversity and Inclusion policy to support the needs of the changing demographic of our school community. This can be found on the school website.

To celebrate the diversity of the school community

The diversity of the school community is reflected and celebrated in the curriculum, for example teachers continue to ensure that they teach 'seminal world literature' in English, form staff and others delivering PHSE teach about 'diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding', and History teachers explore at least one significant society or issue in world history, and look at the perspectives of history from a range of identities. Cultural and gender diversity is also reflected in the curricula of creative subjects, Art, Music and Drama. This filters through into GCSE and A level courses e.g. A level modern language language courses have a unit that focuses specifically on diversity issues.

In addition, assemblies throughout the year and our annual Cultural diversity week, Whole School Culture Day and Pride Month celebrations are used to explore different cultures, identities and experiences. These events are led by our Sixth Form teams of Prefects with responsibility for raising awareness of the range of cultures within the school and LGBTQ culture. For example, assemblies are held to celebrate Lunar New year, Diwali and LGBTQ+ history. Displays around the school support these celebrations. Students are encouraged to share their home languages. Each year European Day of Languages celebrations led by the MFL department raise awareness of the diversity of our school community, displays have also highlighted the range of different languages spoken within our school. This has been supported by the catering team who have, where possible, featured dishes from a wide range of cultures on our lunch menu. Sometimes an assembly focused on a specific culture follows a school visit, such as the assembly presented by Year 12 students following their visit to Auschwitz.

In 2022-23 school visits were back up and running following a break due to the pandemic, students visited France (Paris for a language trip and Alpe D'Huez for a ski trip), Naples for a visit linked to the Classical Civilisation curriculum, and a wide range of students visited UK museums and other places of interest such as a local mosque.

The number of boys in the Sixth Form increased to 45 students across both year 12 and 13 and continues to increase. Boys have integrated well and are represented by the Head Boy on the Student Senior Leadership team. Work to encourage representation of boys on the Prefect teams continues.

Teaching and learning CPD has focussed on ensuring that all students' needs are met, this has included a focus on adaptive teaching, effective questioning and monitoring of all students' understanding and progress. This has meant a refocus on AFL strategies and ensuring that all students are known and that no student, regardless of need, can hide.

Conclusion

Our commitment to supporting and celebrating the diverse range of students in our school community is strong, and an essential part of our day to day provision. We work closely with students to ensure that their identities are reflected and celebrated. This commitment is reinforced by our new Equality, Diversity and Inclusion Policy

Targets for 2023-24

Our Equalities Objectives for 2023- 24

- to continue refining support for students with special educational needs and disabilities so that their progress is comparable to their peers and that any gap between their attainment and that of their peers at KS4 is narrowed.
- To continue to ensure that the needs of all students are met, through the curriculum and wider school activities.
- to continue to celebrate the diversity of the school community by actively promoting the understanding and appreciation of all cultures, especially those within our school community. To continue to work in collaboration with students to develop resources, assemblies and events to raise awareness and promote an open dialogue between staff and students, to ensure that the voices of students in all groups are heard.

- To review and improve the support for our increasing numbers of students with EAL.
- To continue to ensure that role models and student leadership roles reflect the diversity of the school's population including cultural and gender identity as well as neurodiversity and that students continue to feel able to discuss and educate the whole community in terms of identity, heritage and culture.
- To continue to ensure that the larger number of Sixth Form boys are fully integrated and included in the school community and that they make comparable progress to their peers.