



# **LONGBENTON** HIGH SCHOOL

## **Single Equality Scheme**

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October 23

## Single Equality Scheme Statement

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in school
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

- Age
- Disability
- Race
- Gender
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

### Our Ethos

At Longbenton High School we are committed to making our school an accessible and inclusive organisation that welcomes and respects the diversity of all people who work in, attend or visit the school. Our vision is that all students, irrespective of ethnicity, disability, sexuality, religion/belief or gender should have the opportunity to *Evolve, Create, Discover, Perform, Achieve*. At the very heart of our school ethos is the belief that every single student is of vital importance; we pride ourselves on all students being known well and understood by staff. As an inclusive community school, we aim to create a confident, collaborative learning community where high quality teaching and learning, honesty and respect for others drives a collective will to bring out the best in every child in our care.

### All students at Longbenton High School can expect:

- to feel valued and safe
- to work and learn together as a harmonious community based on mutual respect
- to be challenged to learn and explore new ideas
- to be encouraged to think independently
- to take responsibility for their own learning

- to make excellent progress with the guidance, feedback and support that we give them
- to benefit from an inspiring curriculum
- to be encouraged to stay healthy
- to become responsible, caring, moral citizens
- to make positive contributions to the school, local and global community

### **Our key equality and diversity objectives are:**

- To be inclusive, providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To make our workforce representative of the schools community
- To increase staff and student knowledge and understanding of equality and diversity issues
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

### **What do we mean by Equality and Diversity?**

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

### **What is discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.
- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

### **This Scheme applies to:**

This equality scheme applies to the following stakeholders:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors

### **Profile of our school**

Longbenton High School is a highly successful school for students aged 11-18. We pride ourselves on being a very caring community and an exciting place in which to work and learn. Our Headteacher joined us as Deputy in 2016 and was subsequently appointed Headteacher in September 2020. We have a vibrant new senior team, with two new Deputy Headteachers and two new Assistant Headteachers in post. We expanded our pastoral team , with new

pastoral Managers for each year group. We were recently graded Good in our 2022 Ofsted inspection and we are an increasingly popular school: we are expecting to be oversubscribed in September 2024.

We are a relatively small secondary school, with a roll of 900 in Y7-11 with around 100 in the 6th form. This allows us to have a truly inclusive ethos where the contribution of individual students is recognised and valued.

We are a school that serves the community. The catchment area comprises two large municipal post-war housing developments in addition to substantial areas of private housing. Our intake is broadly in-line with national averages in terms of prior attainment, FSM uptake and levels of deprivation. Students in our school are predominantly of White British heritage; a very small proportion speak English as an additional language (6.47% - October 2023).

We have undertaken a great deal of work to reboot routines and expectations and our school values have been rebranded. We have 3 basic rules: listen when spoken to; always do what is asked first time of asking; on time everytime. Our thinking on behaviour and inclusion is based on recent thinking by Strickland, Dix, Lemov, Bennet etc; we were recently appointed as a core partner Behaviour Hubs school. We are dealing with the same issues that all schools are seeing: the crisis of mental health in young people; the challenge of balancing individualism with a sense of community; funding and recruitment in education; adequate local provision for SEND students.

A new vertical house system, new tutor programme, enrichment curriculum and staff training on protected characteristics (sexual harassment, homophobia, racism) are all part of our recent work on character education. We have a fantastic CPD and induction offer for our staff; our staff are given opportunities wherever we can to grow and succeed.

We provide a wide array of extra-curricular opportunities through our Inspire curriculum, and plan a variety of exciting trips and visits both home and abroad each year. This means that students have the opportunity to expand their horizons, meet people from other backgrounds and cultures and take part in charitable work and fundraising.

**Annual Equality Data for publishing – 01.09.23**

**Pupil information by protected characteristic**

Number of pupils on roll	974
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<b>DISABILITY PROFILE</b>	Number of pupils	% of pupils
Yes		
No		
Undeclared	974	100%

<b>RACE PROFILE</b>	Number of pupils	% of pupils
Mixed / multiple ethnicity	40	4.11
White / White British	869	89.22
Asian / Asian British	41	4.21
Black / African / Caribbean / Black British	20	2.05
Other	4	0.41

<b>RELIGION / BELIEF PROFILE</b>	Number of pupils	% of pupils
Christian	389	39.94
Buddhist		
Hindu	3	0.31
Muslim	14	1.44
Sikh	1	0.10
Jewish		
Other	14	1.44
No religion / belief	424	43.53
Prefer not to say	8	0.82
Undeclared	121	12.42

<b>GENDER PROFILE</b>	Number of pupils	% of pupils
Male	488	50.10
Female	486	49.90

**Annual Equality Data for publishing – 01.09.23**

**Employee information by protected characteristic**

Number of employees	<b><u>91.12</u></b>
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<b>DISABILITY PROFILE</b>	Number of employees	% of employees
Yes		
No		
Undeclared	91.12	100%

<b>RACE PROFILE</b>	Number of Employees	% of Employees
Mixed / multiple ethnicity		
White / White British	86.12	94.5%
Asian / Asian British	1	1%
Black / African / Caribbean / Black British		
Other	4	4.5%

<b>RELIGION / BELIEF PROFILE</b>	Number of Employees	% of Employees
Christian		
Buddhist		
Hindu		
Muslim		
Sikh		
Jewish		
Other		
No religion / belief		
Prefer not to say		
Undeclared	91.12	100%

<b>GENDER PROFILE</b>	Number of Employees	% of Employees
Male	30.10	33.03%
Female	61.02	66.97%

# North Tyneside Profile/Longbenton Ward

For more information: [Ward Profile of Longbenton Ward of Longbenton Profile.pdf](#)

## Ward profile of Longbenton Ward

Longbenton ward includes Longbenton (both sides of Benton Lane), Quorum and Balliol Business Parks and West Moor.

Its northern boundary is Killingworth Way and its southern boundary is the metro line.

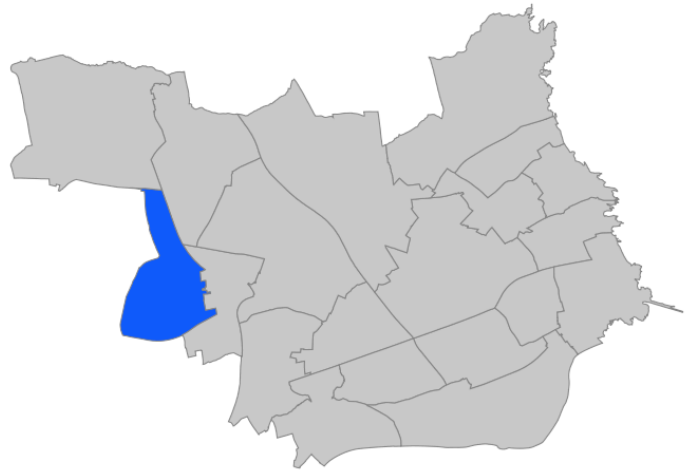
Its western boundary is Salters Lane (A189) and its eastern boundary is the railway line as far as The Letch where it then goes past Benton Dene Primary School, behind St Bartholomew's church and along Station Road including St Andrews Church to its southern boundary the metro line.

Longbenton ward's neighbours are Benton ward (E), Camperdown (NE) and Weetslade (NW).

The usual resident population of Longbenton Ward is 11,476



North Tyneside Council



## Ethnicity

The majority of the population of North Tyneside are from the ethnic group 'White British'.  
North Tyneside: White British

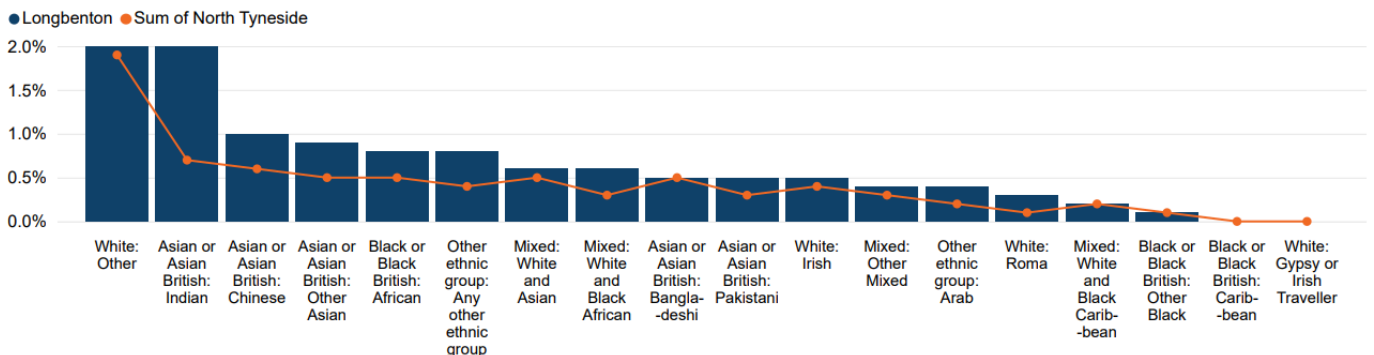
92.5%

Similarly, the majority of the residents of Longbenton Ward are of the same group.  
Longbenton Ward: White British

87.4%

North Tyneside Council

### Ethnicity (excluding White British)



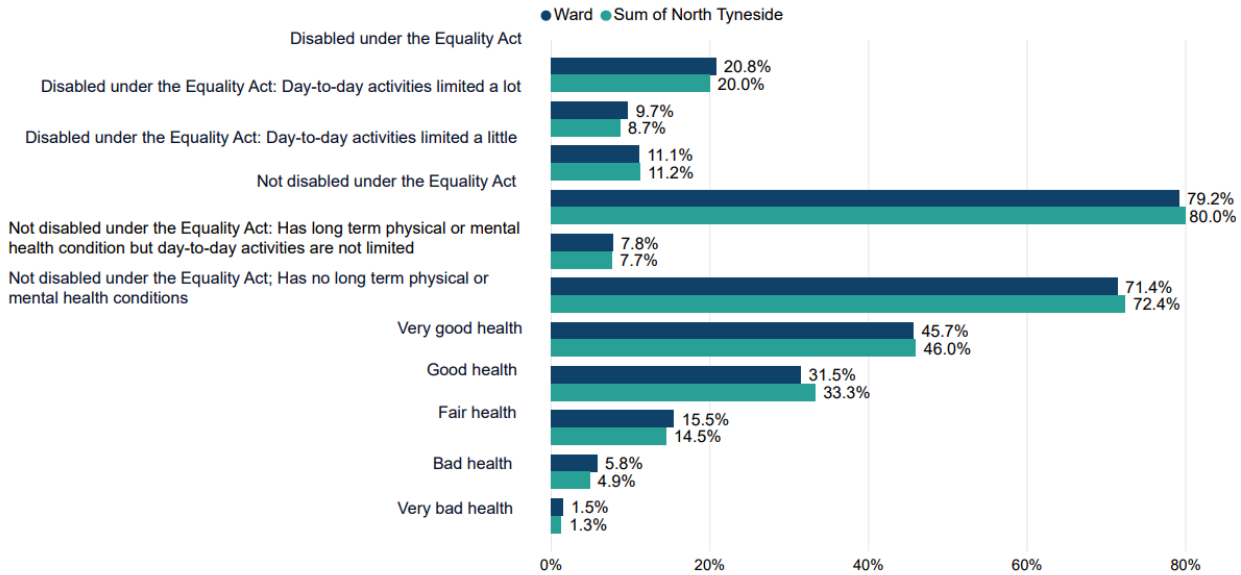
Longbenton

Produced by Policy, Performance and Research

## Self Reported Health

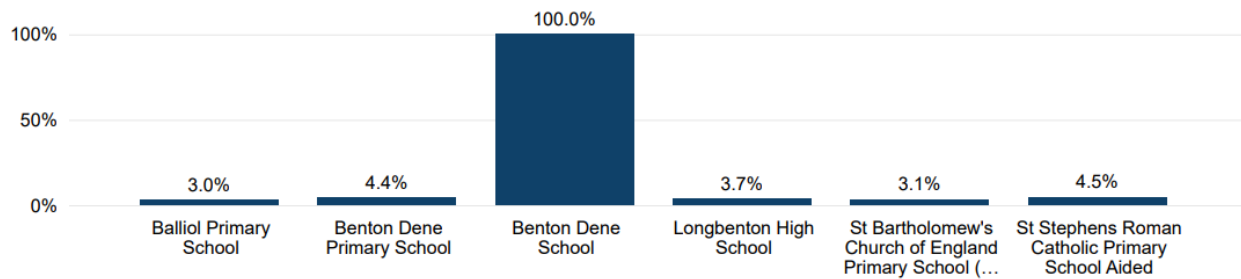
North Tyneside Council

### Self reported health (%)

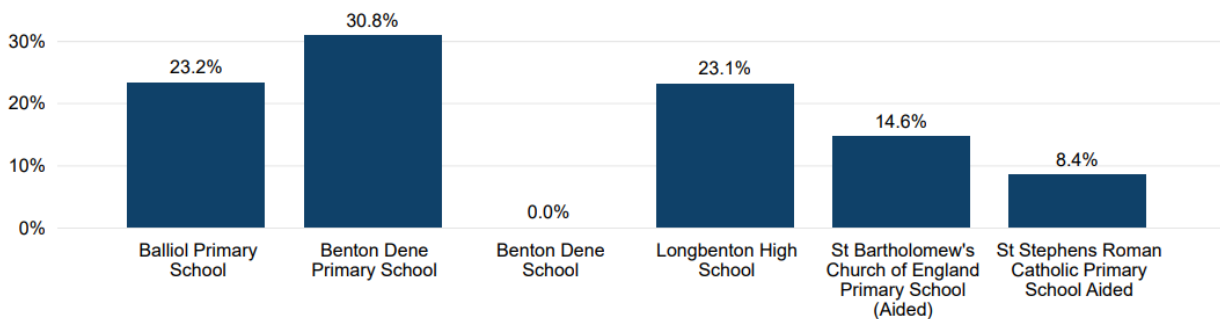


## Special Educational Needs

### % of pupils with a Statement / Educational Health Care Plan (EHCP) (January 2023)



### % of pupils receiving Special Educational Needs (SEN) Support (January 2023)



## **Roles and Responsibilities**

**Governors** are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

**The Leadership Team** of the school will be responsible for

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

**Parents/Carers** will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

**Staff** are responsible for

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

**Students** will:

- engage with the school in eliminating any discrimination
- promote a positive environment for learning
- show commitment to undertaking further learning in this area

**Visitors** to our school will be expected to respect and follow our equality policy.

## **Monitoring and Reviewing**

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include:

- School population
- Recruitment, retention, progression, key initiatives, progress against targets and future plans.

### **Equality Action Plan**

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Appendix A

### **School Accessibility Action Plan**

The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum. See our accessibility plan at Appendix B

### **Impact Assessments**

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find our template Impact Assessment Guidance at Appendix C and Impact Assessment Form at Appendix D.

## Appendix A : Equality Action Plan September 2023

The action plan below sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Key Actions/Strategy	Staff	When	Status /RAG	Success Criteria	Milestones	Monitoring / Evaluation
The Single Equality Policy is referenced in the Staff Handbook and summary guidance is issued to all staff. Changes to the policy are notified to staff. Policy is on the school website.	AP, Headteacher	Ongoing	Green	All staff are aware of the Single Equality Scheme/Policy and there is a raised awareness of responsibilities.		
Recruitment monitoring forms for job applicants for all posts are tracked and monitored. Monitoring system in place for new staff to record disability and all disclosures treated sensitively and confidentially. Information from parents collected.	AP, KMC	From Nov 23	Red	Staffing and governing body is representative of the school population. Anonymised equality school data is available.		
Educational Visits Policy clearly makes reference to equality and diversity. Training for staff undertaking planning for trips. Risk assessments are robust and in line with LA procedures.	Headteacher	Jan 24	Yellow	Equality of access to trips, visits and residential experiences.		
The new school building, access points and external areas (eg disability parking) improve access to the curriculum and services for disabled people. The school's Accessibility Plan is updated regularly and published on the school website. Health care plans are in place.	AP, JE	Ongoing	Green	Our school effectively addresses disability inequality.		
School Diversity week calendared and celebrated within school. School assembly themes and tutorial activities carefully planned and delivered across the year.	SLT, AMG	Ongoing	Green	Our school equips students to live in a diverse and multi-ethnic Britain.		
The implementation of specific EAL strategies are effectively managed, tracked and monitored.	JE	Ongoing	Yellow	Our school effectively supports students who have English as an additional language. EAL students achieve as well as their non-EAL peers.		
Robust intervention plan is in place for the progress of SEN/FSM/PP students. Curriculum choice and/or flexibility enhances access to appropriate qualifications/attainments.	JE	Ongoing	Yellow			
	All	Ongoing	Yellow	Gap is closed between students with FSM & Non FSM.		

Robust system in place to track and monitor racist, sexist, homophobic etc incidents. Staff 'violence at work' procedure to record incidents. Staff updated confidentially on transgender students and correct use of pronouns. New building has gender neutral toilet facilities.	AP, AHT	Ongoing		Our school openly challenges racism, sexism, homophobia and derogatory language. Students and staff are updated on appropriate terminology and language e.g. related to transgender issues.		
The school uniform policy/school rules and expectations take account of students drawn from particular social, religious or racial groups and/or those with a disability or special educational needs.	SLT	Ongoing		Greater understanding and tolerance of different faiths and races. Students feel respected and safe.		
The RSD/PSD curriculum includes broad and balanced study of different faiths and healthy debate surrounding current/modern issues like civil partnerships and gender reassignment. Visiting speakers from different faiths are regularly invited into school to meet with students.		Ongoing		Staff and students have an understanding of the issues surrounding marriage and civil partnerships and an understanding of different faiths.		
Robust procedures in place, following HR/LA protocol and guidance.	AP	Ongoing		Our school promotes work-life balance and flexible working requests. Pregnant staff/staff on maternity leave are not discriminated against.		
All out-of-school activities are planned by subject staff, with advice from Learning Support to ensure the participation of the whole range of pupils	JE	Ongoing		All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements	Review all out-of-school provision to ensure compliance with legislation	Increase in access to all school activities for all disabled students. This will have implications for CPD planning

## **Appendix B : Accessibility Plan 2024**

### **Aims**

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled students as stated in the Equality Act 2010 and the SEND Code of Practice 2014. This policy came into effect on 1<sup>st</sup> September 2016 and was last reviewed in December 2023. The purpose of this plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Sustain and improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Sustain and improve the availability of accessible information to disabled students.

We aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Longbenton High School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Longbenton High School's Single Equality Strategy provides context and further background information relating to the Accessibility Plan. This plan will be made available online on the school's website, and paper copies are available upon request.

### **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and follows the guidance set out by the Department for Education (DfE). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Longbenton High School recognises its duty to:

- Not discriminate against disabled students in terms of suspensions/exclusion and provision of education and associated service
- Not to treat disabled students less-favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan.

### **Accessibility Statement**

Longbenton High School's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The School:

- Sets suitable learning challenges for all students
- Responds to students' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of students.

Details; This plan will consider:

- Increased access to the curriculum for disabled students
- Improvements to the physical environment
- Improvements in the provision of information

### **Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing our Inspire curriculum. This may include leisure, sporting and cultural activities, as well as school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation. Continued good practice is outlined below:

- All reasonable adjustments are made with consultation from relevant external professionals to ensure ALL students can access curriculum
- Curriculum considerations made with regards to individual students' capabilities and goals

- Support put in place as required via short term targeted intervention or longer term support measures to ensure all students can access the curriculum and participate to the best of their ability
- Staff training in ASD, SEMH, internal support referrals, referrals to relevant external services involving both education and health professionals and the use of the Quality First Teaching (QFT) model which allows the gathering of evidence to proceed to statutory assessment using Local Authority systems when necessary
- 1:1 support for disabled children, where required
- Staff members available to escort pupils in lift when required
- Detailed assessment packages and bespoke resources purchased for English and Maths assessments, specific to dyscalculia and dyslexia; these have informed interventions and areas for teaching staff to address as part of the QFT in class
- The SENDCo makes arrangement for a suitable qualified professional to undertake exam access arrangement assessments, thereby ensuring that all pupils eligible for access arrangements have been appropriately assessed
- Training needs analysis identified that staff needed and requested training specific to hearing Impairment and QFT Strategies specific to ADHD and ASD; training to address these areas of need has been delivered to all staff
- Most Teaching Assistants have had detailed training to support hearing impaired students, including how to use radio aids etc.
- All Teaching Assistants have been given opportunities to access training which will support their role in ensuring that students can access learning

### Improving the Curriculum Access at Longbenton High School

<b>SEMH (the most significant barrier to learning we are currently facing in school)</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Staff receive Introduction to key psychological theory and concepts underpinning relational, trauma-informed, and therapeutic approaches.	There is an opportunity for staff to explore this through a discussion based / practical task using examples from their practice.	The training objective for this session was for staff to feel confident in being able to identify a students' presentation, and what this might say about that individual's capacity.	October 23	Staff will have a greater awareness of attachment, ACES, toxic stress with a deeper focus on poly-vagal theory (fight, flight/freeze).

<b>SEMH (the most significant barrier to learning we are currently facing in school)</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Staff explore the PACE approach as a way of providing differentiated discipline and promoting attuned interactions.	Staff will have the opportunity in departments / teaching clusters to plan subject area specific support.	The training objective for this session is for staff to verbalise their application of the PACE approach when given a practice example / scenario.	Jan 23	Staff will understand, identify and practice the PACE approach. We also looked at some of the barriers to delivering the PACE approach with an emphasis on individuals' own regulation.
Staff review relational frameworks for practice.	We will reflect on current policy and practice, and identify some of the values underpinning other approaches (i.e., behaviourist – control – shame / responsibility) and how this may pose barriers for some pupils.	The training objective for this session was for staff to have a bank of resources and strategies where they could apply the right intervention at the right time (i.e., matching a regulation strategy or a reasoning strategy to an emotional state).	Feb 23	Staff will have an introduction to wider psychological frameworks for practice (i.e., triune brain, adolescent brain development, neuro-sequential model, 4Rs approach). We explored different strategies and approaches, included elements of PACE, and how these fitted into a model for practice.
Improve Quality First Teaching/Wellbeing	Staff will know and understand a number of self regulation techniques that they will allow and encourage students to use in the classroom.	Training delivered by Connect on Box Breathing, 5-4-3-2-1 grounding technique etc. Training delivered on zones of regulation by the Language and Communication Team.	Sept 2024	All staff will have a wellbeing toolbox to use within the walls of the classroom to ensure readiness for learning and reduce anxiety in the classroom.

### **Improving the availability of access information to disabled students**

This part of the duty covers planning to ensure that the written information normally provided by the school to its students – such as handouts, timetables, textbooks, information about school events – is accessible and available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT, and the provision of information orally, through lip speaking or in sign language. The information should take account of students' disabilities and views expressed by students or their parents about their preferred means of communication. The school should consider how all information normally provided in written format including worksheets, timetables, school exam papers, information about school events, trips and extra-curricular provision could be made accessible to all stakeholders with a disability.

## Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
The Learning Support dept will endeavour to make school brochures, newsletters and other information for parents available in alternative formats on request	Current school publications are available in different formats for those who require it	School information is available for all	Ongoing	Delivery of school information to parents and the local community is improved
Learning Support dept to raise the awareness of adults working at the school on the importance of good communication systems	Arrange training courses where necessary. This will have implications for CPD planning so identified groups can be targeted	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of students
Learning Support Team increased	SEND is a priority for the school considering the current climate and lack of support from external agencies. We have reviewed the SEND structure within school and have a plan to meet the demands we are facing.	Staffing structure approved by SLT and governors, recruitment process underway.	Sept 2024	Appointment of 2 Deputy SENCOs  Appointment of 3 additional HLTAs (5 total).  Appointment of 3 x Apprentice TAs.  Appointment of SEMH/SEND Teacher.
Improved communication between school staff, parents and external professionals. Staff are highly aware that effective communication of the issues faced by disabled students is essential to meeting their needs.	There are a number of coffee mornings for parents and carers scheduled in this year and each will have a different focus with the aim of offering both advice and guidance as well as an accessible team.	This will create an awareness for parents/carers that they are not alone in the issues that are facing them and their children.  Two coffee mornings have now taken place. This will hopefully improve relationships and communication between parents and school.	Ongoing	The first session was on Tuesday 7th November and was sold as a 'peer support session' and was available to any parent carer who has a child/young person with SEND (whether this is formally diagnosed or awaiting diagnosis). The second one was Tuesday, 21st November, the Education Psychologist with the focus on EBSNA, Anxiety and Sleep. Parents and students will contribute to the remaining coffee morning agendas ensuring they have a voice.

## Improving the Physical Environment of the School

This strand of the plan covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor

covering, signs, interior surfaces, room décor and furniture. Improvement to physical access includes ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed room acoustics and way-finding systems. The provision of “quiet” areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with barriers to learning. Longbenton High School has been designed with disability in mind and is wheelchair friendly.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and other subject specific devices. Adaptations may include enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

### Improving the Physical Access

Item	Activity	Timescale
Hygiene Room	Adjustment of handrails, bidet and sink to meet the needs of a Y7 student starting in Sept 2023.	July 2023
Installation of Emergency Evacuation Sledges at the top of all stairwells.	The <b>Emergency Evacuation Sledge</b> is designed for the safe and secure evacuation of disabled and injured people from spaces used by the public. The sledge can be operated by just one or two people and allows the patient to be either carried or dragged down the stairs in case of an emergency, while the exterior foam layer protects the head, spine and other key areas to ensure a safe and orderly evacuation.	July 2023
Student Support Centre	The Student Support Centre has been upgraded to include a staff work area, two intervention rooms, a room to triage students who are struggling and a classroom.	July 2023
Student Support Hub	In addition to the changes above, we have turned the old attendance office into the Student Support Hub, a learning space specifically designed for Y7 & Y8 students allowing the Student Support Centre Classroom to be used for Y9 and KS4/5.	July 2023
Melrose Conversion	We are acquiring a section of our school which has previously been rented out to Southlands. This area of the school is currently known as Melrose. We will be using this space to upgrade our SEND offer and create	September 2024

	bespoke curriculum areas to meet the demands of the growing SEMH needs in school. Part of this conversion will include improving our designated library, literacy and reading spaces in school. *see below	
Longbenton High Nurture School	Present business case for the Prefab building next to the MUGA. This area of school would need to be staffed by an HLTA. This environment needs to be nurturing to help the students that will be allocated this pathway to succeed. Days and lessons would likely be shorter than the mainstream school day. There would be a maximum of 10 students per class with two rooms available, The curriculum is designed by the SEN Teacher and CLs under the guidance of SLT. It would be possible for students to complete examination based subjects from here through Google Classroom and facilitated by the CLs.	Sept 2024

## Appendix C : Equality Impact Assessments (EIA's) Guidance

The purpose of this document is to provide Schools with an understanding of why equality impact assessments are needed, who completes the assessment and what needs to be considered.

### ***What is an EIA?***

An Equality Impact Assessment (EIA) is an exercise that is carried out on the design and the approach to delivery of an agreed action/policy/procedure. It aims to identify who (if anyone) the action/policy/procedure may impact upon, both positively and negatively. In many cases they will raise questions. This is acceptable, as long as you then do something about it. EIA's are just one tool that has been identified as a method of identifying unlawful discrimination, and assisting schools which have regards to the need to;

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

### ***What should the school put in place in order to establish an EIA process?***

It is recommended that the school do the following;

- Agree a template for conducting EIA's (see the recommended EIA template from the Schools HR Advisory unit).
- Identify relevant stakeholders to engage with as part of the process.
- Conduct training for all staff who will be completing EIA's.
- Publish completed EIA's – ideally on your school website or to be available from school when requested.

### ***What should an EIA cover?***

Since the introduction of the Equality Act, EIA's are required to cover all protected characteristics. These are currently;

- Race – Including ethnicity, colour and national origin.

- Disability – Including both physical and psychological disabilities and some long-term health conditions.
- Religion or Belief – People with or without a religion, faith or belief system.
- Sexual Orientation – People who are lesbian, heterosexual, gay men or bi-sexual.
- Gender Reassignment – Transgender and transsexual individuals (people who have or are in the process of changing the sex they were born with – either by medical means or by living in their changed gender)
- Gender – Male and female.
- Age
- Pregnancy and maternity
- Marriage & Civil Partnership

The law also covers people associated with someone with a protected characteristic (e.g. the carer of a disabled person) and people perceived to have a characteristic even if they don't (e.g. someone being harassed because they are mistakenly believed to be gay).

***When should I do an EIA?***

They should be completed during the planning / proposal stage, before you make the changes / launch the new policy/procedure. Some examples are below;

**When to do an EIA;**

- If you are proposing something that affects people (e.g. a building project or public event)
- If you are proposing to change how an existing service is provided (e.g. change in the school day)
- If you are proposing to bring in a new way of doing something (e.g. a new policy / procedure)

**When NOT to do an EIA;**

- If you know that what you are proposing does not affect people
- If you know that what you are proposing is unlikely to have a negative affect on anyone.

If you decide that an EIA is unnecessary, you will need to be able to explain the reasons for this, and provide evidence if asked.

***Who should carry out the EIA?***

Schools should decide who from within their staffing structure would be responsible for completing EIA's. It is however recommended that those individuals responsible for designing and delivering the action/policy/procedure should complete the equality impact assessment. Schools should contact their School Link HR Advisor if advice is needed regarding the implementation or completion of an EIA.

***How can we make service improvements?***

Whenever you identify a gap using an EIA you have identified an action that can improve a service. This should then be added to your Equality Action plan so that the school has a list of things that need to be done to enable improvement to benefit the relevant Equality group in the future. An example of a service improvement is an adaptation to a service so that those previously excluded are catered for and become included.

## Appendix D - Approved Equality Impact Assessment Template

**PART A)** To be completed during the planning /proposal stage. Further sheets should be added where needed.

1. Name of the change, strategy, project or policy:			
2. Name of person(s) completing this form:			
3. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).			
<b>Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.</b>			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships			
5.	Yes	No	
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)	Yes, No, or N/A	If yes, please provide details	

Eliminate unlawful discrimination, harassment and victimisation		
Advance equality of opportunity between different equality groups		
Foster good relations between different equality groups		
<b>7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?</b>		
<b>8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?</b>		
<b>9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?</b>		

**PART B)** To be completed when assessment and consultation has been carried out

<b>10.a)</b> As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
<b>10.b)</b> As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
<b>11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.</b>	Yes		No

**Signed:** .....

**Date:** .....