

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<ol style="list-style-type: none"> 1. Policies: SEN, Equality, Anti-bullying, Behaviour, SMSC, Accessibility Plan 2. CPD and performance management objectives may focus on: differentiation, equality of access, teaching and learning to ensure progress for all and safeguarding as part of the link to the academy improvement plan 3. All reported incidents of prejudicial nature are recorded as such by the Pastoral team and a review is made by the Pastoral team 4. Staff are reminded of reasonable adjustments required for certain individuals as necessary; e.g. by email, by notice in briefing, minutes of meetings, Pastoral Updates 5. Regular Liaison with school committee which informs and updates on current areas of the AIP 	<ol style="list-style-type: none"> 1. Analysis of attainment data at each progress checkpoint takes place at a senior level and with Middle and curriculum leaders 2. Analysis is shared at SLT level 3. Pastoral workers and keyworkers work to engage participation of pupils vulnerable to underachievement and targeted effort to raise awareness through involvement in pupil/parent meetings, Child in Care reviews, PEPs, annual reviews, Family Network meetings 4. Examination access arrangements are organised 5. Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities, Braille, BSL and any others as necessary 6. PSHE schemes of work and assembly content are regularly adapted to reflect current and topical issues 7. Current affairs tutorial programme weekly for all year groups using 'On The Day' as a resource for topical issues 8. Teaching standards are regularly reviewed by Subject leaders and SLT to ensure accessibility and progress against Ofsted standards 	<ol style="list-style-type: none"> 1. Transition programme throughout each year with primary schools 2. Year 10 curriculum includes opportunities for work in and with the local community; enrichment includes opportunities to work in community projects 3. PSHE schemes of work, assemblies and tutor time focus on teamwork / friendships and promoting tolerance and respect 4. Philosophy and Ethics and RS schemes of work explore cultures and religions to teach understanding and tolerance 5. Evenings to support parents / carers to tackle current national and local issues are held when required; e.g. options, specialist intervention information sharing 6. Mental Health information event for parents organised 7. Pupils and students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary 8. The Head of Year/Tutor is the primary contact for parents / carers

	<p>9. Pupil Passports are regularly updated to ensure staff are aware of relevant barriers to learning SEND pupils face and support pupils in reflecting upon any barriers to learning</p> <p>10. Where necessary the Pastoral team or Learning Support Department will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, sensory support, behaviour support, specialist teachers, School Nurse, CAMHS/IDT and the Early Help team, when thresholds are met</p>	
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