



Equality Information and Objectives

Public Sector Equality Scheme Statement for Publication

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Signature:			

Public Sector Equality Duty

The Equality Act 2010 replaced all previous discrimination law. It has simplified the law and extends protection from discrimination in some areas.

School must and will adhere to the following:

- Protection against discrimination is extended to pupils who are pregnant or who have recently given birth, and pupils who are undergoing gender reassignment
- It is unlawful for employers to ask health related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work
- Positive action provisions will allow schools to target disadvantage experienced by pupils with particular protected characteristics
- It is unlawful to victimise a pupil for anything done in relation to the Act by a sibling or parent
- The Act will extend the reasonable adjustments duty to require schools to provide auxiliary aids and services to disabled pupils
- The previous specific duties on schools have been combined into the Public Sector Equality Duties (PSED)
- There is a requirement to have an Accessibility Plan to improve access for disabled pupils

Protected characteristics:

It is unlawful for a school to discriminate by treating individuals less favourably because of their;

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy/maternity
- marriage and civil partnership

Children and young people under the age of 18 have limited protection under the Age characteristics. It is lawful to treat people differently because of their age in circumstances where the law allows, or requires, people to be treated differently because of their age.

Wyre Forest School Context

[Wyre Forest School \(WFS\)](#) is a generic special school for pupils aged 3 to 19. We also have a 16 bed weekly residential unit [Russell House](#). We have only been in our new school building since April 2015. Previous to this the school was on two sites following

the Wyre Forest District restructuring in 2011 (Bewdley Road site, formerly Blakebrook and Comberton Road site, formerly Stourminster) and we have a staff team of 183. We are part of the [Continu+ Trust](#). We have 220 commissioned places from Worcestershire Local Authority but currently admit more than this number. The admissions to our school is handled by the Local Authority. We hold termly open morning and afternoons for parents who have children they feel may need a special school or who are unsure of a special school place. We try and give parents as much help and support for this process as it can be a daunting time in their lives.

We share our campus with St Johns Church of England School and Baxter College Academy. Our Early Years Hub has children from both Wyre Forest and St Johns – working and playing alongside each other and the Nursery Assessment Unit, which can take up to 25 children. The Nursery Forum Group made up of the Local Authority and other lead professionals, including medical staff meet termly to decide which children need an assessment place. Staff then assess the pupils and with a team approach decide whether an EHCP is required.

We have a state of the art science lab housed within Baxter College which pupils access from Year 7 onwards – when they are ready. We also have a vocational hub containing a Design and Technology room, Food Technology room, IT room and Art space. The Sixth Form which can take up to 25 students prepares our pupils for life after school and is housed within the main school. They follow a functional curriculum and have many exciting projects including the opening of a cafe to members of the public. We carefully track the destination of all our leavers and 100% go on to college courses, apprenticeship or assisted living.

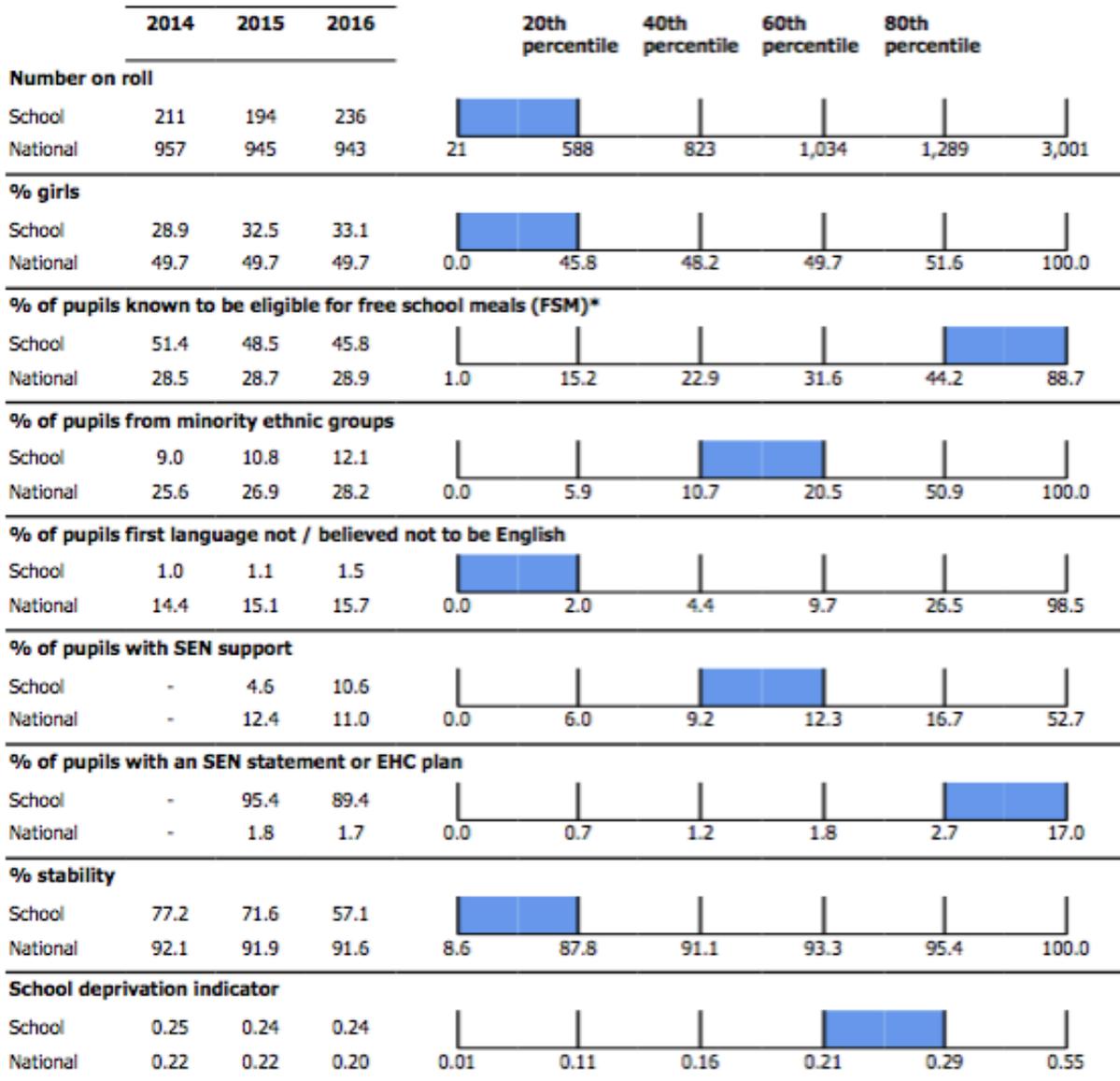
Our vision is to be not just outstanding but extraordinary!

At our school We Foster Success by providing a safe, happy environment in which all pupils can develop and achieve.

Basic Characteristics

Trend

This shows some key indicators for your school, together with national averages for maintained mainstream Secondary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



By Year Group 2016

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	30	73.3 / 26.7	-	-	-	100.0	1
1	7	71.4 / 28.6	14.3	28.6	14.3	100.0	-
2	15	86.7 / 13.3	40.0	13.3	6.7	100.0	1
3	8	87.5 / 12.5	75.0	12.5	0.0	100.0	1
4	17	47.1 / 52.9	35.3	11.8	0.0	100.0	-
5	15	66.7 / 33.3	40.0	13.3	0.0	100.0	3
6	15	60.0 / 40.0	53.3	0.0	0.0	100.0	1
7	23	60.9 / 39.1	60.9	8.7	0.0	100.0	1
8	20	65.0 / 35.0	50.0	20.0	0.0	100.0	2
9	25	64.0 / 36.0	48.0	4.0	0.0	100.0	4
10	14	64.3 / 35.7	28.6	14.3	7.1	100.0	2
11	18	72.2 / 27.8	55.6	22.2	0.0	100.0	2
Post-Compulsory	29	65.5 / 34.5	-	10.3	0.0	100.0	-

Protected Characteristics: Religion/Belief

	Male		Female	
	Number	Percentage	Number	Percentage
Christian	60	33.3	34	40.5
No religion	75	41.7	34	40.5
Other religion	17	9.4	7	8.3
Refused	3	1.7	1	1.2
Unknown	25	13.9	8	9.5
TOTAL	180		84	

Protected Characteristic: Disability

The data on the primary needs of pupils with SEN met by School Action Plus or a statement/EHCP, are obtained from the School Census.

Main SEN Type Trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	0	2	3	4	6
Moderate Learning Difficulty	-	0	7	40	30	38
Severe Learning Difficulty	-	0	2	64	62	61
Profound & Multiple Learning Difficulty	-	0	1	11	9	8
Social, Emotional and Mental Health	-	0	1	22	17	17
Speech, Language and Communication Needs	-	0	3	21	26	33
Hearing Impairment	-	0	0	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	1	1	1	1
Physical Disability	-	0	0	1	2	3
Autistic Spectrum Disorder	-	0	5	37	33	35
SEN support but no Specialist Assessment of type of need	-	9	2	-	0	7
Other Difficulty/Disability	-	0	1	1	1	2
School total	-	9	25	201	185	211
Percentage of school roll	-	4.6	10.6	95.3	95.4	89.4

Protected Characteristic: Race

Ethnic Groups and English as a First Language Trend

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2014	2015	2016	2016
White				
British	90.1	88.2	87.9	69.3
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.5	1.1	1.0	0.1
Romany or Gypsy	1.6	1.7	1.0	0.3
any other White background	2.1	2.2	4.4	5.6
Mixed				
White & Black Caribbean	1.0	1.1	1.0	1.5
White & Black African	0.0	0.0	0.0	0.7
White & Asian	1.0	1.1	1.0	1.2
any other mixed background	1.6	2.2	2.4	1.9
Asian or Asian British				
Indian	0.0	0.0	0.0	2.8
Pakistani	0.0	0.0	0.0	4.2
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background	0.0	0.0	0.5	1.7
Black or Black British				
Caribbean	1.0	1.1	1.0	1.2
African	0.0	0.0	0.0	3.7
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	0.0	0.0	0.0	1.7
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	1.0	1.1	0.0	0.5
First language				
English	99.0	98.9	98.5	81.8
Other	1.0	1.1	1.5	18.0
Unclassified	0.0	0.0	0.0	0.2

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity	Adoption
179	2	6	0

Protected Characteristic: Gender Reassignment

No data is collected by the school about gender reassignment of the pupil or staff population.

Staff by Occupational Group and Gender

Occupation	Male	Female
SLT	1	4
Teacher	3	36
Teaching Assistant	7	83
Support Staff	11	34

Where employees hold more than one contract with the school they have only been included once in the figures below in the post where they have more contracted hours.

Staff by Disability

	Male		Female	
	Number	Percentage	Number	Percentage
	0	0	1	0.6

Staff by Ethnicity

White British	Any Other White Background
176	3

Sexual Orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the pupil's affective file.

Marriage and Civil Partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in the schools affective file. Any changes to contact

details are recorded on ScholarPack.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Collecting and analysing equality information for pupils at Wyre Forest School

Wyre Forest School is an inclusive special school and we aim to use the learning, specialist facilities and resources to encourage all individuals to fulfil his or her potential. We collect and analyse the following equality information for our pupils;

- Attainment levels
- Attendance levels
- Exclusions
- Participation in extracurricular activities and school visits
- Behaviour incidents (including racist incidents)

Collecting and analysing equality information regarding employment and Governance at Wyre Forest School

Wyre Forest School is committed to providing a working environment free from discrimination, victimisation and harassment where staff are valued for their ability and skill to provide the best opportunities for pupils. We aim to recruit an appropriately qualified workforce that is representative of all sectors of the community in which we work. We collect the following profile information for our staff:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Performance Management

Equality Objectives

The following equality objectives have been identified:

- to promote British Values and implement the Prevent Duty
- to develop links with colleges and provisions post 19 to give our pupils the very best chance at future training/career
- to continually review the new building to ensure we are making the appropriate changes in order to anticipate the needs of incoming pupils