



Equality Information & 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 300 commissioned places from Worcestershire Local Authority. 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. 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 at our Nursery Assessment Class. Staff then assess the pupils and with a team approach decide whether an EHCP is required.

We have a 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 prepares our pupils for life after school and is housed within the main school. They follow a preparing for adulthood curriculum, and we have a café open 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 truly ensure that we meet the individual needs of all children at WFS and prepare them for adulthood.

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

Basic Characteristics

Trend

This data is taken from *Ofsted Special Inspection Data Summary Report* released 7th June 2021.

		2018	2019	2020	Low Quintile High
					Q5 Q4 Q3 Q2 Q1
Number on roll	Sch	272	274	284	■ ■ ■ ■ ■
	Nat	961	978	1000	
% FSM6 pupils	Sch	47	47	46	■ ■ ■ ■ ■
	Nat	28	28	27	
% SEND support	Sch	9.6	7.7	8.8	■ ■ ■ ■ ■
	Nat	10.6	10.8	11.1	
% SEND EHC plan	Sch	90.4	92.3	91.2	■ ■ ■ ■ ■
	Nat	1.6	1.7	1.8	
% of EAL	Sch	0	1	1	■ ■ ■ ■ ■
	Nat	17	17	17	
% Stability	Sch	52	56	59	■ ■ ■ ■ ■
	Nat	92	92	91	

By Year Group 2021

This table includes all pupils listed in the Headteacher's Report to Governors for Spring 2 2021, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnicity Group	% 1 st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	43	74.4 / 25.6	-	7.0	0.0	100.0	1
1	18	83.3 / 16.7	50.0	16.7	11.1	100.0	-
2	21	71.4 / 28.6	38.1	9.5	0.0	100.0	2
3	21	81.0 / 19.0	38.1	19.0	0.0	100.0	1
4	23	78.3 / 21.7	60.9	17.4	4.3	100.0	-
5	17	64.7 / 35.3	58.8	11.8	0.0	100.0	2
6	15	53.3 / 46.7	46.7	13.3	0.0	100.0	-
7	20	85.0 / 15.0	50.0	10.0	0.0	100.0	1
8	9	88.9 / 11.1	66.7	11.1	0.0	100.0	1
9	23	56.5 / 43.5	39.1	13.0	8.7	100.0	-
10	20	55.0 / 45.0	35.0	5.0	0.0	100.0	3
11	25	56.0 / 44.0	44.0	12.0	0.0	100.0	2
Post-Compulsory	39	59.0 / 41.0	48.7	5.1	0.0	100.0	8

Protected Characteristics: Religion/Belief

	Boys		Girls	
	Number	Percentage	Number	Percentage
Christian	15	7.4	3	3.3
No religion	51	25.2	18	19.6
Other religion	7	3.5	2	2.2
Refused	0	0.0	0	0.0
Unknown	129	63.9	69	75
TOTAL	202		92	

Protected Characteristic: Disability

The data on the primary needs of pupils with SEN met be School Action Plus or an EHCP, are obtained from the Headteacher's Report to Governor's for Spring 2 2021.

Main SEN Type Trend

Main SEN	Number	Percentage
Specific Learning Difficulty	8	2.7
Moderate Learning Difficulty	31	10.5
Severe Learning Difficulty	50	17.0
Profound & Multiple Learning Difficulty	6	2.0
Social, Emotional & Mental Health	10	3.4
Speech, Language & Communication Needs	69	23.5
Hearing Impairment	0	0.0
Visual Impairment	0	0.0
Multi-Sensory Impairment	2	0.7
Physical Disability	6	2.0
Autistic Spectrum Disorder	55	18.7
SEN support but no Specialist Assessment of type of need	27	9.2
Other Difficulty/Disability	30	10.2
School total	294	100.0

Protected Characteristic: Race

Ethnic Groups and English as a First Language Trend

This data is derived from the categories recorded for the pupils at Wyre Forest School from the Headteacher's Report to Governor's for Spring 2 2021 and includes pupils from Nursery to Post-16.

Ethnic Group	Number	Percentage
White		
British	261	88.8
Irish	0	0.0
Traveller of Irish heritage	0	0.0
Gypsy / Roma	1	0.3
European	3	1.0
Any other White background	9	3.1
Mixed		
White & Black Caribbean	3	1.0
White & Black African	1	0.3
White & Asian	3	1.0
Any other Mixed background	3	1.0
Asian or Asian British		
Indian	1	0.3
Pakistani	0	0.0
Bangladeshi	1	0.3
Any other Asian background	1	0.3
Black or Black British		
Caribbean	0	0.0
African	0	0.0
Any other Black background	0	0.0
Chinese	0	0.0
Kurdish	1	0.3
Portuguese	1	0.3
Any other Ethnic group	1	0.3
Ethnicity not known	4	1.4
First Language		
English	287	97.6
Other	7	2.4

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity	Adoption
9	4	5	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	4	39
Teaching Assistant	7	81
Support Staff	8	33

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	0.0	1	0.56

Staff by Ethnicity

White British	Any other White background
177	2

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