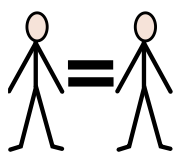


## Equality at Wren Spinney School 2023-25



### What is the Equality Act 2010?

A law that protects people from discrimination.  
It replaces all previous laws including the Disability Discrimination Act, Race Relations Act and many others

### Why change?

Having one law on Equality helps people to **better Understand** theirs' and other people's rights, and how they should expect to be treated.



### What is Equality?



It doesn't mean treating everyone the same; it  
Means treating people **fairly**, with **respect**,  
Having regard for their **rights and wishes**.  
Sometimes this means giving people **extra help**  
So they have the same chance

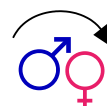


**Our Vision:**

At Wren Spinney School our vision is “Educating for the future: Step by Step”

**Our Mission:**

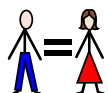
To provide a high-quality provision that meets the individual needs of the students.  
Building relationships which enable the learning of skills for life



## Protected Characteristics

The Equality Act protects the same groups of people that were covered by previous legislation, but these groups are now referred to as ‘protected characteristics’

The following is a list of the protected characteristics covered by schools:



Disability

Gender Reassignment



Pregnancy and Maternity

Race

Religion or Belief

Sex

Sexual orientation

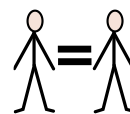




## What will we do?



Ensure everyone is treated  
Fairly



Give everyone  
'Equality of Opportunity'



Help everyone to communicate openly and clearly,  
Without prejudice

## What can you do?

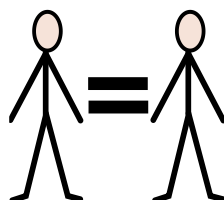


Inform the school if there is anything we can do  
Help to identify barriers  
Help the school to meet its aims



## If you have an issue or concern

Please speak to us first, if you are still unhappy you must follow the schools  
complaints process in the first instance – contact the school for further  
information ([office@wrenspinney.co.uk](mailto:office@wrenspinney.co.uk))



## Equality at Wren Spinney School

The law requires us to:

- Publish equality information – to demonstrate compliance with the general duty across its functions\*

### Religion

|                       |       |
|-----------------------|-------|
| Christian             | 1.6%  |
| Muslim                | 2.3%  |
| Other Religion        | 6.8%  |
| No Religion           | 0%    |
| Refused               | 1.1   |
| Information not given | 88.2% |

### Gender

|        |     |
|--------|-----|
|        |     |
| Male   | 63% |
| Female | 36% |

### SEN Status

|             |      |
|-------------|------|
| Total EHCPs | 100% |
|-------------|------|

### Ethnicity

|                              |       |
|------------------------------|-------|
| Any Other Asian Background   | 1.1%  |
| Any Other Black Background   | 5.7%  |
| Any Other Mixed Background   | 1.1%  |
| Any Other White Background   | 12.6% |
| Bangladeshi                  | 2.31% |
| Black - Somali               | 2.3%  |
| Black Caribbean              | 1.1%  |
| Information Not Yet Obtained | 2.3%  |
| Other Black African          | 1.1%  |
| Pakistani                    | 2.3%  |
| Refused                      | 1.1%  |
| White - British              | 55.2% |
| White - English              | 9.6%  |
| White - Irish                | 1.1 % |
| White and Black African      | 1.1%  |

| SEN Need                                   | No. of Students | % of SEN Students with this Need |
|--------------------------------------------|-----------------|----------------------------------|
| Profound & Multiple Learning Difficulty    | 6               | 7.2                              |
| Severe Learning Difficulty                 | 45              | 54.2                             |
| Moderate Learning Difficulty               | 6               | 7.2                              |
| Global development Delay                   | 5               | 6.0                              |
| Autistic Spectrum Disorder                 | 41              | 49.4                             |
| Speech, Language and Communication Needs   | 18              | 19.3                             |
| Atypical Autism                            | 7               | 8.4                              |
| Vision Impairment                          | 5               | 6.0                              |
| Other Difficulty/Disability                | 4               | 4.8                              |
| Physical Disability                        | 3               | 3.6                              |
| Social, Emotional & Mental Health          | 3               | 3.6                              |
| Attention Deficit (Hyperactivity) Disorder | 2               | 2.4                              |
| Specific Learning Difficulty               | 2               | 2.4                              |
| Hearing Impairment                         | 1               | 1.2                              |
| Asperger's syndrome                        | 1               | 1.2                              |
| Angelman syndrome                          | 1               | 1.2                              |
| Hearing Impairment                         | 1               | 1.2                              |
| Down's syndrome                            | 1               | 1.2                              |



**The school does not collect information regarding gender reassignment or sexual identity.**

### **Analysis of data**

As part of the school cycle of monitoring of performance there is detailed analysis of the data of individual and groups of individual. This information is available on the school website, or if you would like to discuss this information further please contact the school to make an appointment with the head of school.

As part of the school's monitoring cycle, and for Equality Duty we monitor:

|            |                             |
|------------|-----------------------------|
| Attendance | Progression                 |
| Behaviour  | Targets                     |
| Exclusions | Prejudice related incidents |

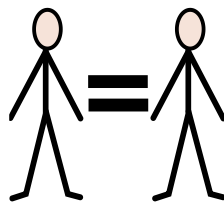
Data suggests that **no groups** of pupils are disadvantaged at Wren Spinney School.

### **2023-25 Equality Duty Objectives**

Under the Equality Act we are expected to set objectives every 2 years, based on the information we have gathered

Areas that Public Sector Equality Duty should help to address:

- Attainment
- Attendance
- Participation in full range of school activities
- Smooth transition into adulthood



## **Wren Spinney School Equality Objectives 2023-2025**

1. Develop our approach to Total Communication to give all pupils a voice, as part of our school's commitment to being a Rights Respecting School
2. Further develop our school curriculum, through the Equals approach, to support:
  - a. the development of autonomy through choice and control
  - b. ensure opportunities to celebrate and embrace diversity through the planned curriculum, and range of resources available.
3. Introduce SoSAFE! across our school to develop pupils' awareness of safety issues relating to themselves, and their own personal needs / characteristics, leading to pupils developing their ability to safeguard themselves.