

Equality Numbers in School

Developing the Plan

Discovery Academy used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our Academy Community – Students

What is the Academy profile?

- How many children are on roll at the Academy?
- What information on pupils is collected by protected characteristics?

1030

Using Academy data the following information was available:

Ethnicity and Asylum Status Categories							
WBRI White British	892	MWBC White & Black Caribbean	15	BAFR Black African	12	BOTH Any Other Black Background	2
BCAB Black Caribbean	0	MWAS White & Asian	13	APKN Pakistani	22	NOTB Info Not Obtained	0
WOTH Any other white background	33	MWBA White & Black African	2	ABAN Bangladeshi	6	CHIN Chinese	1
WIRI White & Irish	1	MOTH Any Other Mixed Background	10	AOTH Any other Asian background	0	OOTH Any Other Ethnic Group	11
WROM Gypsy/Roma	8	AIND Indian	1	BRCB Black Caribbean	1		

Disability Categories			
Not Collected		Needs Medication	78
No disability		Problems with ASD / Aspergers	3
Problems with Sensory & Physical & Mobility	8	Problems with Communication	12

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	84.8%	873
All SEN	15.2%	157
SEN Need	12.9%	133
Statement	2.3%	24

Religion & Belief					
Anglican	0	Church of England	0	Sikh	1
Baptist	0	Hindu	0	No Religion	534
Buddhist	1	Jewish	0	Other Religion	23
Catholic	0	Methodist	0	Unknown	58
Christian	380	Muslim	33		

Gender	
Girls	512
Boys	518

Equality and Diversity

Success Criteria – Equality Objectives

- **To increase staff's understanding of equality and its implications on a day to day basis**, so that by Dec 2016 all staff are aware of equality and diversity and its impact on learning as shown in a staff survey.
- **To increase the level of pupil voice by extending our Academy council**; student voice and Academy student leadership to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not as shown in a student survey.
- **To increase the membership of vulnerable pupils in out-of-school clubs/activities and homework**, so that 85% students on the SEN register take part in some form of activity
- **To narrow the gap between low income pupils and non-low income pupils** in the level achieved in English and Maths at the end of year 11 so that the gap for 3 Levels of Progress closes from the 2016 results.
- **To develop support strategies for EAL student's transition into mainstream education** so students in all years are making expected and better than expected progress and the gap between EAL and non EAL remains closed.
- **To develop health and support services** to support the achievement of those with protected characteristics as listed in the equality Act 2010 so that 90% of staff feel confident reporting incidents and 100% of students have had their needs met as evidenced on 'My Concern'.