**The Jubilee Academy**

**Equality Information (2022/23) and Objectives**

*At The Jubilee Academy we are committed to providing equality of opportunity for all members of the School community whatever their age; disability; gender (including gender reassignment); marriage and civil partnership status; pregnancy, maternity or paternity, having or not having dependants; race; religion or belief; sexual orientation or background.*

1. **Age**

**Students:**

* The School roll includes students from age 11 (Year 7) to age 16 (Year 11).

**Staff:**

* The age profile of staff is shown below:

|  |  |  |
| --- | --- | --- |
| **Age range** | **No. of teaching staff** | **No. of associate staff** |
| >=20 | 0 | 0 |
| 21-30 | 2 | 1 |
| 31-40 | 2 | 1 |
| 41-50 | 6 | 6 |
| 51-60 | 3 | 5 |
| 61-70 |  | 1 |
| 71-80 |  |  |

1. **Disability**

**Students:**

Physical and Medical needs/disabilities:

We do not currently have any student with physical disabilities, including Hearing Impairments, Visual Impairments, and other physical disabilities. However, we have several students with identified medical needs, such as asthma, heart condition (bicuspid Aorta), Eczema, and other types of food allergies.

The Designated Safeguarding Lead, Pastoral Team and SENCO works closely with the Welfare Assistance as many needs overlap. Joint training takes place regularly and staff liaise on daily basis on behalf of high needs students.

Other disabilities:

As an alternative provision establishment, the number of students that are SEN is 26% of the school population. There is one student with an EHCP in place.

The identified SEND in the school includes ADHD, MLD, SEMH, SLCN, ASD, Dyslexia and OD/D, where some students have more than one assigned need. All these students have learning needs that significantly affect their ability to learn at the same pace as their peers, concentrate or interact with others in appropriate ways.

The student community includes 29 students who are receiving SEN Support. This data is broken down by year group as follows:

|  |  |
| --- | --- |
| Year Group | Number of Students at SEN Support |
| 7 | 0 |
| 8 | 6 |
| 9 | 7 |
| 10 | 11 |
| 11 | 5 |

Reasonable adjustment is made to support students with identified learning needs as is outlined in the 2016 SEND Code of Practice, statutory guidance. We adapt support around the ‘Assess, Plan, Do Review’ cycle. For some of these students, support and advice from external agencies is sought, including support from the Sensory and Communication Team, Harrow Educational Psychology Service, Speech and Language Therapy Service and the Specialist Advisory Teacher for children with ASD. The Deputy Headteacher in charge of children looked after, liaises closely with the Welfare Assistance to ensure a cohesive approach for all students, as recommended under the 2014 SEN Code of Practice.

The school prides itself on being an inclusive school where every effort is made to ensure accessibility of lessons, out of school activities and extra-curricular clubs.

Achievement: The progress of students with disabilities and difficulties is currently above their baseline entry levels.

* Fixed term exclusions: As an alternative provision establishment the number of students is above 64% of the school population and therefore SEN children are underrepresented. They are being excluded for a reason and often need additional support of one sort or another.

**Staff:**

* The School is currently aware of no members of staff with a disability.
1. **Gender reassignment**

**Students and Staff:**

* No data was collected or held by the School about gender reassignment in the student population, unless specifically requested by a parent/carer or student.
* Data was collected but not recorded by the School, about gender reassignment in the staff population unless specifically requested by a member of staff.
1. **Sexual orientation**

**Students and Staff:**

* No data was collected or held by the School about sexual orientation in the student population, unless specifically requested by a parent/carer or student.
* Data was collected but not recorded by the School, about sexual orientation in the staff population unless specifically requested by a member of staff.
1. **Race**

**Students:**

* The ethnic breakdown of the student body is shown below:

|  |  |
| --- | --- |
| White/White British | 13% (2021/22) = 14%) |
| Asian/Asian British | 13% (2021/22) = 8%) |
| Black/Black British | 26% (2021/22) =25%) |
| Other | 49% (2021/22) = 53%) |

* 29% of students have English as an additional language.
* Achievement: The progress of most groups is above their baseline entry levels.
* Fixed term exclusions: Other British Males and Black/Black British Males are marginally higher than other groups.

**Staff:**

* The ethnic breakdown of staff is shown below:

|  |  |  |
| --- | --- | --- |
|  | **Teaching staff** | **Associate staff** |
| White/White British | 1 | 4 |
| Asian/Asian British | 1 | 9 |
| Black/Black British | 8 | 1 |
| Other | 3 | 0 |

1. **Religion or belief**

**Students:**

* The student body includes members of a wide range of religions and none. The School collects and holds this information when it is supplied by parents/carers on admission (optional).
* Rooms are available for prayers during lunchtime, and before / after School hours if required.
* The School’s dress code is designed to be sensitive to the requirements of all religions.

**Staff:**

* The staff includes members of a wide range of religions and none. The School does not routinely collect or hold this information, unless specifically requested by a member of staff.
* The School’s absence policy allows time-off with pay for major religious observance days
1. **Sex**

**Students:**

* The School has 67% boys and 33% girls.
* Achievement: The progress of both boys and girls is above their baseline entry levels.
* Fixed term exclusions: OTHER and Black/Black British Male students are slightly overrepresented.

**Staff:**

* The teaching staff is 62% male and 38% female.
* The associate staff is 36% male and 64% female.
1. **Sexual orientation**

**Students and Staff:**

* No data was collected or held by the School about sexual orientation in the student population, unless specifically requested by a parent/carer or student.
* Data was collected but not recorded by the School, about sexual orientation in the staff population unless specifically requested by a member of staff.
1. **Marriage and civil partnership**

**Students:**

* No data is collected or held by the School about parents’/carers’ marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or student.

**Staff:**

* No data is collected or held by the School about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.
* The School’s Leave of Absence policy allows time-off with pay for marriages and civil partnerships.
1. **Pregnancy, maternity and paternity**

**Students:**

* The School works to support continuity of education for pregnant students.

**Staff:**

* The School operates the council’s policies for maternity leave, paternity leave and flexible working (reduced hours). In the past year:
	+ 0 members of staff have taken maternity leave.
1. **Free school meals**

**Students:**

* 64% of students are known to be eligible for free school meals.
* Achievement: The progress of students on free school meals is above their baseline entry levels.
* Fixed term exclusions: Students on free school meals are underrepresented.
1. **Looked After Children**

**Students:**

* There are currently no looked after child on roll.

1. **Equal opportunity incidents**
* The School records and acts upon all incidents which contravene its Equal Opportunity Policy. In the academic year 2022/23, there were 7 incidents.
1. **Equality Objectives 2022-23**

Continue to narrow the gap for all vulnerable groups with specific reference to levels of progress. To build on the individual learning offer to all students, encouraging all students to achieve the best possible outcomes.

Notes:

1. The indicator **5 or more GCSEs including English and Maths** is used to compare student progress unless otherwise stated.
2. The indicator for students entered for EBacc
3. The **value added from Key Stage 2 to Key Stage 4** is used to compare student progress unless otherwise stated.
4. The **value added from baseline entry assessment** is used to compare student progress unless otherwise stated.
5. The indicator for students staying in education or entering employment

*Further information can be found in the School’s Equal Opportunity Policy.*