

The Jubilee Academy

Equality Information (2017/18) 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	1
21-30	1	3
31-40	6	4
41-50	2	6
51-60	3	2
61-70	0	1
71-80	0	0

2) Disability

Students:

Physical and Medical needs/disabilities:

We have 0 students with physical disabilities, including Hearing Impairments, Visual Impairments and other physical disabilities. However, we have a number of students with identified medical needs, such as asthma, ADHD, hayfever and other allergies. The Designated Safeguarding Lead, Pastoral Team and SENCO works closely with the Houseparent 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 is that are SEN is 35% of the school population, therefore a high ratio of students has transferred to the new style of Education, Health and Care plan during this academic year. The student community includes 0 students who have a Statement of Special Education Needs.

Disabilities include SPLD, MLD, SEMH, SLCN, ASD, HI and OTH. All these students have disabilities that significantly affect the student's ability to learn, concentrate or interact with others in appropriate ways.

The student community includes 17 students at SEN Support. This data is broken down by year group as follows:

Year Group	Number of Students at SEN Support
7	0
8	1
9	6
10	4
11	6

These students have disabilities including SPLD, MLD, SEMH, SLCN ASD, HI and OTH, for whom provision under the 2014 Code of Practice is implemented, around the 'Assess, Plan, Do and 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 Houseparent 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 48% of the school population and therefore SEN children are overrepresented. 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.

3) 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.

4) 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.

5) Race

Students:

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

White/White British	21%	(2016/17 = 23.1%)
Asian/Asian British	17%	(2016/17 = 3.8%)
Black/Black British	29%	(2016/17 = 36.5%)
Other	33%	(2016/17 = 36.6%)

- 35% of students have English as an additional language.
- Achievement: The progress of most groups is above their baseline entry levels.
- Fixed term exclusions: White/White British Boys and Black/Black British Boys are marginally higher than other groups.

Staff:

- The ethnic breakdown of staff is shown below:

	Teaching staff	Associate staff
White/White British	2	6
Asian/Asian British	2	8
Black/Black British	10	1
Other	0	0

6) 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

7) Sex

Students:

- The School has 79% boys and 21% girls.
- Achievement: The progress of both boys and girls is above their baseline entry levels.
- Fixed term exclusions: Male students are slightly overrepresented.

Staff:

- The teaching staff is 64% male and 36% female.
- The associate staff is 20% male and 80% female.

8) 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.

9) 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.

10) 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 member of staff has taken maternity leave.

11) Free school meals

Students:

- 27% 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.

12) Looked After Children

Students:

- There are currently 0 looked after children on roll.

13) Equal opportunity incidents

- The School records and acts upon all incidents which contravene its Equal Opportunity Policy. In the academic year 2017-18, there was one incident.

14) Equality Objectives 2017-18

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.