



## Equalities Statement and Information

### School Mission Statement / Principles

#### **Success Through Wellbeing**

Our aim as a school community is to enable every pupil to achieve their very best. This may look very different from one child or young person to another, and it is important that we recognise individual 'success' through a great diversity of achievements, including social communication, physical development, independence and academic progress. Our belief is that for this to be realised, we need to recognise the importance wellbeing plays. A pupil is not going to be able to learn to deal with the social complexities of a crowded shop if s/he is not exposed to that environment step by step with trusted adults who can read the anxieties that this challenge creates. Physical wellbeing plays a vital role for all our children and young people, not least for a student with physical needs who may need a daily physiotherapy programme to develop or maintain their mobility in order to access learning opportunities. Our most able children and young people will not develop the independence we seek for them without being stretched to the right level just beyond their comfort zone; this is best achieved when we have worked alongside parents and carers and outside agencies to support the home environment and the child's feelings of safety and security.

The philosophy of our school emphasises the value of individuality in all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

## Information about the pupil population:

- The school population is made up of 214 children and young people from 3 to 19 years of age who have special needs relating to a learning difficulty.

Department	Nature of pupils	Number in department
Woodland	Profound and Multiple Learning Difficulties (PMLD) age 3-19	30
Gemstone	Moderate Learning Difficulties (MLD) age 7-11	62
Little Wings	Severe Learning Difficulties (SLD) or Severe Speech, Language and Communication Needs (SLCN), including those with Autism Spectrum Disorder (ASD)	30
Rainbow	Complex needs, the majority of whom have SLD and ASD, age 6 - 11	24
Coppice	Severe SLCN, including those with ASD, age 7-11	34
Treetops	Young people with SLCN or SLD, age 11 - 19	34

- All pupils have communication and interaction difficulties related to their learning.
- Diagnoses of pupils are wide ranging and varied, with Autism Spectrum Disorder (ASD) being the most prevalent at about 60% of the school population
- We have significantly more boys than girls on roll, approximately in a 2:1 ratio.
- Just under half of pupils come from a White British background, a significant minority (30%) come from Pakistan and the remainder come from a variety of backgrounds.

Ethnicity (% of pupils)	Male	Female	Total
White British	<b>32</b>	<b>14</b>	<b>46</b>
Pakistani	<b>18</b>	<b>12</b>	<b>30</b>
Other	<b>15</b>	<b>9</b>	<b>24</b>

- A third of pupils have English as an additional language. Home languages spoken include Urdu, Panjabi, Bengali, Tamil and Farsi.

## Information about the staff population:

- School staff are mainly of White British heritage. We have a small number of Pakistani staff members. No staff members are physically disabled. There is a full mix of staff in terms of their ages, and similarly in the length of staff's tenure. Our governing body is mainly White British with a range of ethnic backgrounds and nationalities represented.
- Staff data:

Male	Female
11%	89%

	White British	White Irish	White, other	Asian or Asian British, Pakistani	Asian or Asian British, Indian	Black or Black British	Any other Asian	Other
Ethnicity	67%	2%	9%	7%	5%	6%	1%	6%

%	18-30	31-40	41-50	51-65
Age	28%	30%	24%	18%

- We respect and acknowledge the diversity of our community's religious beliefs through the curriculum, through specific whole school celebration days, and plan school events around major religious festivals.
- The school is on two sites – Downley and Cressex. At Downley the school is all on one site ground level and fully accessible to those in wheelchairs. At the Cressex site, there are two levels, with the upstairs currently being used by one secondary and one primary class. There are two pupils on the Cressex site who make use of a wheelchair. Around this site there are two small ramps in place to overcome rises and falls.

Our Equalities governor is Harminster Samra – [hsamra@chilternwood.bucks.sch](mailto:hsamra@chilternwood.bucks.sch)