



Batchwood School

make every day count

Single Equality Policy

Next Review due January 2018

Reviewed: January 2017

Agreed : Chair of Governors

Kerry Pollard

Introduction

This policy represents the response of the Senior Leadership Team and the Governing Body's Commitment to meeting the Equality Act (2010).

The policy sets out how our practice and policies will have due regard for the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity for students, staff, mentors and others using school facilities
3. Foster good relations between persons who share the relevant protected characteristic and persons who do not share it.

This policy incorporates and replaces previous equality policies such as the Disability Equality Statement, Equal Opportunities Policy, Race Relation's Policy and Gender policy.

It encompasses the following protected characteristics;

Disability
Gender
Age
Ethnicity and race
Gender identity and reassignment
Religion and belief
Sexual orientation
Pregnancy and maternity
Marriage and civil partnerships

The single Equality Policy follows the DfE guidance on the actions that maintained schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance.

Our school is committed to meeting its public sector statutory duties. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Policy Statements

Batchwood School values diversity in its workforce, student body and wider community and is committed to recognising the contribution made by every individual

The School will promote equality by encouraging and supporting students and staff to challenge prejudice, stereotyping and intolerance and will manage its policies, procedures and environment in ways that seek to maintain every individual's dignity and rights.

The School will not discriminate in the employment of staff on grounds of diversity. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. It will also make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The Schools will not discriminate against students on grounds of diversity. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different

standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment and conferring benefits, facilities or services. The exception is where a reasonable adjustment means we are discriminating in favour of a disabled student.

Any complaints of discrimination, harassment or victimisation on the grounds of diversity will be taken seriously, reviewed, recorded and, if necessary progressed through relevant school disciplinary procedure or, if there is a case for prosecution, passed to the police.

School Context

The characteristics of our school

Batchwood School is a county special school for students with social, emotional and mental health difficulties as well as learning and associated needs. It caters for students between 11 and 16 years of age. Each year group has two classes.

Very good links have been established with external agencies and the local community as well as secondary, special schools and colleges.

At Batchwood School, we value everyone as an individual.

Characteristic as at 31/1/2017	Total	Breakdown (number and %)
Number of Students	68	Number 22 and 32.35% Female Number 46 and 67.65% Male
Number of Staff	38	79% Female 21% Male
Number of Governors	8	75% Female 25% Male
Religious character	-	Non-denominational
Attainment on entry	-	All students enter school on low levels of attainment for their chronological age
Students eligible for Free School Meals	27	
Deprivation factor	High	
Disabled Staff	0	
Disabled Students (SEN/LDD)	68	All students have an Educational Healthcare Plan or Statement of Educational Needs
BME Students	7	
BME Staff	2	
Pupil Premium –Plus Child Looked After	7	

Pupil Premium Plus Post CLA	4	
Pupil Premium FSM Ever 6	47	
Student Travellers	3	
Students Adopted	2	
Students who speak English as an additional language	0	
Average Attendance rate 1 st January 2016-1 st January 2017)	78.9%	Including those involved with the AIO
Significant partnerships, extended provision, etc.	-	Steps, other special and mainstream schools, Lindees, FAB, Happy Days, Building1zone, C&G Plastering, Oaklands College & other Businesses (see website)
Awards, accreditations, specialist status	-	Investors in People, Inclusion Quality Mark, Sportsmark, Leading Edge Schools and Healthy Schools
Mobility students %	100	

Community Cohesion

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted, to report on the contributions made in this area. The duty on schools came into effect September 2007, Ofsted September 2008 and the Equality Act 2010.

For schools the term 'community' has a number of dimensions including:

The school community

The community within which the school is located

The UK community within which the school is located

The global community

In addition, schools themselves create communities. In Batchwood, this includes networks such as STASSH, SSHF and SEMH Heads, Mentors, Connexions, Herts Career Service, FAB, Happy Days, and local and further afield businesses

Batchwood focuses on cohesion across different cultures, ethnic, religious and socio-economic groups.

Community Cohesion in school can be broadly be grouped into the following headings:

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop skills of participation and responsible action, e.g. Identity and diversity in the PSHCE curriculum.

- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- Engagement and extended services - to provide reasonable means for children, young people, their friends to interact with people from different backgrounds and build positive relationships: including links with different schools and communities and the provision of extended service with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

We will work hard to promote Community Cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity, whilst also promoting shared values, to promote awareness of human rights and to apply and defend them and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values and builds students’ understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping
- A programme of curriculum based activities, whereby students’ understanding of community and diversity is enriched through PSHCE (including British Values) visits and meetings with members of different communities
- Additional support for literacy (including phonics) and numeracy for students who enter Batchwood with very low levels of attainment

Publishing and Monitoring Equality

The School equality objectives will be aligned with the School Development Plan and shared with all Staff and Governors. We will also publish the Plan’s objectives annually on the website. The implementation of the plan will be monitored within the School’s self-evaluation review.

Though publishing this information, we will ensure that Governors, Staff, Students, Parents/Carers are aware of the value we place upon equality. In addition to this, the School has in place the following documentation to further evidence our compliance to Equality Duty:

Curriculum Policy
SEND Policy
School Prospects
Website
Staff Handbook
Application forms for prospective employees
Termly Data monitoring by SLT
Participation in all aspects of School Life
Evaluation of Impact
Policy Review
Stakeholder Consultation

Reporting

Reporting is integral and actions taken as a result of the evaluation of equality will be reported to the appropriate Governor's Committees on an on-going basis and our analysis will inform decisions regarding staffing, curriculum and premises development.

Information collected will be used to:

Report to the appropriate Governor's Committees

Produce a summative report the Governors annually in accordance with the Ofsted criteria.

Take into account discussions regarding staffing curriculum and premises development

Form part of the discussion with subject leaders in their annual Subject Improvement Plans and Maintenance diaries and in the drawing up of the School's Development Plan

The Equality Action plan will be published on the Batchwood School website. The School's Equality Plan is a four year strategy that will be reviewed and updated annually. The Plan shows how our School will promote Equality and remove discrimination from all aspects of School life.

Equality Impact Assessments

Evaluating the impact in terms of the outcomes

Evaluation Under the Ofsted Framework

The evaluation reports help us to analyse whether what we are planning potentially has a different impact on one or more particular group (either positively or negatively). The evaluation reports help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities through the school Council who meet regularly.
- The local authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring attention.

Commissioned Services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Equality Strands

Religion and Belief

The Equality Act (Religion and Belief) 2010 provides protection for individuals against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief) in employment, and when goods, facilities and services are being provided. This extends to the delivery of education and other services by schools.

Direct Discrimination – Treating a person less favourably than other people because of their religion or belief.

Indirect Discrimination – Having a policy or practice, (formal or informal), which, although apparently neutral, puts people at a disadvantage because of their religion or belief, (or lack of it).

Victimisation – Being treated unfairly as a result of making, or intending to make, a complaint of religion/ belief related discrimination, or because they have helped another person to do so.

All students and parent, prospective students and parents, staff and others using the school facilities are covered by the Act. The definition of religion and belief is wide enough to cover fringe or cult religions and a range of other philosophical beliefs, eg. Humanism, but is not intended to include political beliefs, (such as Communism) or support ant political party.

Lack of religion or belief is also included in the definition of ‘religion’ or ‘belief’. This means that it is unlawful to discriminate against someone on the grounds that they do not have any religion or belief, (e.g. An atheist), or that they do not adhere or sufficiently adhere to a particular religion or belief.

Jewish people and Sikhs also have protection under the Race Relations Act.

Schools must treat students equally and nor subject them to any detriment, irrespective of their religion or belief, or lack of it. The duty covers:

- Admissions
- Exclusions

- Education
- Benefits, facilities and services
- Extended school services

There are three main exemptions to the above:

1. Faith schools can give priority in admissions on the basis of their faith. They can also restrict certain services and benefits to students sharing faith of the school whilst offering them in other ways to students who have different or no religion or belief. However, it is unlawful for faith schools to leave places unfulfilled and if undersubscribed they must admit all children who apply regardless of their faith. Once students have been admitted, schools may not exclude or subject to any other detriment on the grounds of their religion or belief, or lack of it or that of their parents.
2. Curriculum content –There is a broad exemption in the Act enabling schools to continue to deliver the broad based and inclusive curriculum without the fear of challenges based on the religious views of parents or children. This exemption covers the National Curriculum, together with subjects such as RE, which is not part of the NC but is required by law to be taught in maintained schools, and also includes elements such as library books.

The situations in which schools may act without infringing the provisions of the Act on the grounds of religion or belief include:

- The teaching of evolution theories in Science
 - The use of technology
 - Selecting literature or texts which are challenging and which promote discussion among students
3. Maintained schools are normally required to provide a daily act of collective worship of a broad Christian character (or different religions if a school has obtained a determination to modify their worship arrangements). It also extends to activities such as Christmas carol services, harvest festival, Diwali or other faith-based events.

Parents not wishing their children to participate in collective worship or other related activities have the right to withdraw them. However, parents of other religions or beliefs cannot discriminate because the school does not provide alternative provision for collective worship.

School uniform – It's the responsibility of the governing body to ensure that policies on uniform are fair and reasonable and takes account of different social, religious or racial groups as with those of a disability or specific educational need.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 makes it unlawful to discriminate on the grounds of apparent or perceived sexual orientation in employment and when goods, facilities and other services are being provided. The regulations:

- Compel a school to treat bullying on the basis of sexual orientation as seriously as bullying on the grounds of race, gender or disability

- Ensure all students have access to schooling and the benefits, facilities, or services provided at school, irrespective of their sexual orientation or that of their parents

Direct Discrimination – Treating people less favourably than other people because of their sexual orientation, or the sexual orientation of a person with whom they are associated, such as a parent or friend.

Indirect Discrimination – Having a policy or practice which although apparently neutral, puts people at a disadvantage because of their sexual orientation.

Victimisation – Being treated unfairly as a result of making , or intending to make, a complaint of discrimination on the grounds of sexual discrimination, or because they helped another person to do so.

All students, parents, prospective students and parents, staff and others using the school facilities are covered by this act. Trans-gender people are covered by the Sex Discrimination Act (amended in 2010)

Schools must treat students equally and not subject them to any detriment , irrespective of their apparent or perceived sexual orientation, or that of their parents. The duty covers:

- Admissions
- Exclusions
- Education
- Benefits, facilities and services
- Extended schools services

The school will provide appropriate care and support for the emerging identity of young people.

The anti – bullying policy contains specific reference to homophobic behaviour, with name-calling and homophobic bullying being treated as seriously as racist incident.

Age

1. Age discrimination in employment became unlawful on 1ST October 2006.
2. Regulations cover direct and indirect discrimination, harassment and victimisation, employers can be held responsible for the action of employees in all four cases.
3. Regulations cover employment and vocational training.
4. The regulations cover people of all ages, both old and young.
5. All employers have new obligations to consider
6. Upper age limits for unfair dismissal and redundancy are removed.
7. A national default retirement age of 65 will now make compulsory retirement below 65 unlawful (unless objectively justified). However, Hertfordshire has decided not to have a retirement age.
8. Occupational Pensions and Redundancy payments are covered by the regulations.
9. Benefits based on length of service requirement of 5 years or less will be exempted and will be able to continue

The regulations have been adopted and reflected in our existing policies, procedures and working practices in the areas of:

- Recruitment and selection
- Promotion
- Terms and conditions
- Pay and benefits
- Training and development
- Redundancy
- Retirement

Disability: At Batchwood School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students
- Improving the availability of accessible information to disabled students
- Provision for disabled students is closely linked with the existing provisions for students with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Gender general duty –

We have a statutory duty to promote gender equality with due regard to the need to: eliminate unlawful sex discrimination; and promote equality of opportunity and good relations between women and men, girls and boys

Race general duty

We have a statutory duty to promote race equality with due regard to the need to: eliminate unlawful discrimination promote equality of opportunity; and promote good relations between people of different racial groups

Community cohesion duty

Community cohesion supports good practice in educating students/students about equality and diversity. It contributes to the school's effort to provide a broad, balanced curriculum. In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes British values, and builds students' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities

- support for students for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Roles and Responsibilities detail the involvement of all staff in the implementation of the scheme. Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Responsibility for	Key person
Curriculum Policy	Headteacher/Head of Curriculum
SEND	Head of Care
School Prospectus	Headteacher/Administration
Website	Website Co-ordinator/ Headteacher
Staff Handbook	Administration
Application forms for prospective employees	Administration
Termly Data Checks by SLT	Headteacher
Participation in all aspects of School Life	SLT
Evaluation Reports	Headteacher with SLT
Policy Review	Headteacher & Governors/admin support
Stakeholder Consultation	Headteacher

Engagements, Participation and Involvement

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We welcome the participation and involvement of people from broad and diverse background and of different abilities.

When deciding what to do to tackle the equality issues, we will consult and engage both with people affected by our decisions – parents, students, staff, members of the local community – and with people who have special knowledge which can inform the school’s approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

Disability

All parents, students, staff and governors have been consulted.

Gender

All parents, students, staff and governors have been consulted.

Race

All parents, students, staff and governors have been consulted.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action. At Batchwood School equality information will be available on the School website.

Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, subject leaders and key staff will report to the Head teacher on actions and progress. Governors will be kept informed at the relevant committee and FGB meetings.

All staff are responsible for equality both as employees and as it relates to their area of work. The Headteacher has an overview of all aspects.

Responsibility for	Key person
Single Equality Scheme	Headteacher
Disability Equality (including bullying incidents)	Senior Leadership Team
SEN/LDD (including bullying incidents)	Senior Leadership Team
Accessibility	Senior Leadership Team
Gender Equality (including bullying incidents)	Senior Leadership Team
Race Equality (including racist incidents)	Senior Leadership Team
Equality and Diversity in curriculum content	Subject Leaders
Equality and Diversity in student achievement	Subject Leaders/SLT/Headteacher
Equality and Diversity – behaviour and	All staff/Senior Leadership Team
Participation in all aspects of school life	All staff/Senior Leadership Team
Evaluation Reports	Senior Leadership Team
Stakeholder Consultation	Headteachers
Policy Review	Governing Body
Communication and Publishing	Website Co-Ordinator and Administration

Commitment to review

The school Equality and Diversity Policy will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular evaluation, the whole equality plan will be reviewed at least every four years.

Commitment to action

Governors will:

Policy Development	Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	Provide appropriate role models for all leaders, staff and students Congratulate examples of good practice from the school and among individual managers, staff and students Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Head teachers and Senior Staff will:

Policy Development	Initiate and oversee the development and regular review of equality policies and procedures Consult students, staff and stakeholders in the development and review of the policies
Policy Implementation	Ensure the effective communication of the policies to all students, staff and stakeholders Ensure that subject leaders and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold line managers accountable for effective policy implementation
Behaviour	Provide appropriate role models for all managers, staff and students Highlight good practice from departments, individual managers, staff and students Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Ensure that the school carries out its statutory duties effectively

LSLT will:

Policy Development	Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy	Implement the school's equality plan, holding staff accountable for their

Implementation	behaviour and providing support and guidance as necessary Be accountable for the behaviour of the staff team, individual members of staff and students Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	Behave in accordance with the school's policies, leading by example Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	Contribute to managing the implementation of the school's equality plan

All staff: teaching and non-teaching will:

Policy	Contribute to consultations and reviews
Development	Raise issues with line managers which could contribute to policy review and development
Policy	Maintain awareness of the school's current equality policy and procedures
Implementation	Implement the policy as it applies to staff and students
Behaviour	Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Contribute to the implementation of the school's equality scheme

Batchwood School operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning, we aim to provide all students with the opportunity to develop to their true potential and become the person they want to be.

Admissions and Exclusions.

It is unlawful to exclude any student from school on the basis of religion or belief – or lack of it. There are no exceptions to this provision. e.g. excluding a student on the grounds that they have expressed robust views regarding religion or belief in class discussions would be discriminatory, unless the behaviour was so extreme and disruptive as to merit exclusion in its own right.

Equality and staff: We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society

We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

Our School's Equality Achievements

Achievements to date

- [Inclusion Quality Mark – Achieved 2015-2016](#)

Inclusion at Batchwood School

Inclusion in Education involves:

- Valuing all students and staff equally
- Increasing the participation of students in, and reducing their exclusion from, cultures, curriculum and communities
- Restructuring the cultures, policies and practices in school in order to respond to the diversity of students in the school
- Reducing barriers to learning and participation for all students
- Learning from attempts to overcome barriers to access and participation for all students, to make changes for the benefits of all students
- Viewing the difference between students as resources to support learning
- Acknowledging the right of students to an education
- Improving the school for staff as well as students
- Emphasising the role of the school in building community and developing values, as well as increasing achievement
- Fostering mutually sustaining relationships between school and community
- Recognising that inclusion in education is one aspect of inclusion in society

“The Governing Body and the Head Teacher are responsible for determining the school's inclusive policy and approach; for establishing the appropriate funding and staffing necessary for inclusive practice within the school.”

The Equality and Diversity Policy reflects provision for;

- girls and boys
- minority ethnic groups
- faith groups
- traveller children
- asylum seekers and refugees
- EAL children
- gifted and talented
- children in public care

- disaffected children
- sick children
- young carers
- children from families under stress
- pregnant schoolgirls and teenage mothers
- SEN

The Governing Body Strategic Role

- The Governors are kept informed about inclusion issues in recent legislation
- The Governors are kept informed about inclusion issues around the school, via SIC committee meetings
- The Governors attends relevant training sessions, including in-house training
- The Governors will ensure that inclusion is a regular agenda item at governing body meetings and is a focus for the school Development plan

Inclusive Provision (See also the submission for the Inclusion Quality Mark)

(More detail can be found in the Teaching and Learning Policy)

- Teaching Assistants support timetables are arranged around the subject needs initially. All departments are assigned a Teaching Assistants where possible.
- Batchwood has volunteers who act as mentors to particular students in need of pastoral and academic support. Part of their role is to support individual student in lessons where necessary; these students may have problems with particular lessons, returning to lessons after illness, exclusion or long term absence. Individual students are identified as requiring additional monitoring through our Head of Care
- The school offers after schools clubs to enhance learning.
- We use the services of the school attached Educational Psychologist as well as the community police and other outside agencies such as CAMHs. We have developed links with other schools, both 'out-reach' and 'in reach'
- The school has 2 counsellors and a Psychiatric Nurse. The school also has the services of Youth Connexions who also attend parent evenings and Educational Health Care Plan reviews for all year 9 and year 11 students.

External Support

- We have support from a variety of visiting professionals including the school nurse, Educational Psychologists and advisory teachers.
- We have a long established link with sporting facilities and the religious organisation called STEPS as well as good relationships with the police
- We have an established Mentoring system for students to aid their total well-being and personal growth

Specialist Provision

- Apart from the visiting professionals who liaise with the staff and the Head, the teaching assistants within the school have the opportunity to develop their expertise and overall professional development by specialising in a particular field.
- We have a teaching assistant who is responsible for medical matters. It will be her role to liaise with the Head of Care and the attached nurse in developing care plans where needed and for implementing the guidelines in line with 'Managing Medicines' documentation. This will ensure that parents send in the correct information with regard to any medication require in school. The Head of Care will also organise any training necessary for staff with regard to some of our students with more complex medical needs.

Resource Allocation

- The Senior Leadership Team allocates the budget for resources to improve access to the curriculum for all students. The English department ensure that students with specific learning difficulties have more time and support if allowed during exams and access to resources that they are entitled to as well as staff being trained proficiently.

Assessment Procedures

- All teachers submit termly teacher assessments. The Senior Leadership Team use these assessments, as well as year 11 exam results to monitor and track various groups of students as well as monitoring individuals. These findings are then used to develop, adapt the curriculum and provide support/intervention where necessary.
- All students have Individual Education Plans which highlight their social and emotional needs and development
- The school runs 'Basic Skills' Groups each morning in order to develop areas of both strengths and weakness in literacy for all students in targeted groups. Progress is recorded and monitored.
- The students follow a curriculum which includes PSHE including SMSC and British Values in order to encourage them to make a positive contribution to the wider community
- The students in KS4 follow a curriculum which includes preparing them for life in the wider community post 16 and in order for them to make a positive contribution when they leave Batchwood to enter College or an apprenticeship.

Glossary of Terminology/Acronyms:

FAB	Friends of Batchwood
STASSH	St Albans Secondary School Heads
SSHF	Special Schools Heads Forum
SEMH	Social, Emotional & Mental Health
CAMHS	Child and Adolescent Mental Health Service
PSHE	Personal, Social and Health Education
SMSC	Social, Moral, Spiritual and Cultural
SEN	Special Educational Needs
KS4	Key Stage 4
EAL Children	English as an Additional Language
FGB	Full Governing Body
SLT	Senior Leadership Team

