



Equalities Statement 2018

At Riverside School we are proud to ensure that all pupils are able to access opportunities to be all that they can be. This statement sets out the ways in which we have achieved this commitment. We will continuously improve the implementation of equality related policies and procedures to ensure that due regard given to the impact of actions and decisions on pupils and staff with particular characteristics. We have reviewed our Equality Policy and Dignity At Work Policy and established the following objective:

to re-design and develop a profoundly personalised curriculum for all pupils focussed on learning cohorts to include developing early cognitive skills, independent learning and life skills and personalised pathways and peer mentoring, this ensures equality of treatment to all pupils focussing on a fully personalised delivery.

We have developed this through the introduction of Personal Learning Profiles and Unique Pupil Profiles for all pupils at Riverside School. Through these, individualised target are set in consultation with families which ensure that all pupils have equal opportunities to access learning and are supported to achieve in a truly personalised way regardless of their particular disability or learning difficulty. We have improved communication systems including introduction of Swiftkey to enable all pupils to have a voice. We also provide sensory integration opportunities to ensure all pupils can access their personalised curriculum.

We have introduced Happiness Passports for all pupils which consolidate and capture vital information about each pupil to support all our pupil's wellbeing and engagement in order to prevent them from becoming anxious or unsettled. The documents also outline additional information relating to pupils need which can be shared with families, other agencies including respite care, as appropriate, to ensure an easily accessible and consistent approach to supporting our pupils' happiness and wellbeing.

A series of pathways has been introduced to provide learning options for a group of pupils to help to provide skills leading to greater choice and opportunity during their transition to placements after they leave Riverside. Work experience opportunities have been extended.

The development and recording of progress for early cognitive skills have been enhanced by the introduction of ipod recording devices which is being widely across all classes with pupils working below R4 levels.

Our achievement and progress reports provide evidence of progress across different cohorts and do not indicate that any groups with protected characteristics are underperforming.

We have promoted opportunities for our female pupils to form a girls' football team which has taken part in integration opportunities; competed in the girls' special league and attended the SSE Women's Cup Final at Wembley. We celebrate faiths during assembly and have been involved in a number of integration projects. Our focus on the Expressive Arts has ensured that all pupils are able to access this medium and our Arts and Culture Policy provide further details of this commitment. Our family project enabled families from a variety of backgrounds to meet regularly and form friendship bonds to support the families and pupils alike. The project culminated in a performance celebrating diversity and different nationalities.

We have reviewed our Anti Bullying Policy and Complaints Procedure and ensured that these are accessible and fully aligned with our equality objectives.

In respect of staff recruitment we re-iterate our commitment to equal opportunities in all adverts and monitor our recruitment process. We have undertaken whole school equality training and highlighted expectations and responsibilities. This has provided all staff with the opportunity to reflect on and consider equality, equity and inclusion issues for all staff and pupils including those with any protected characteristic. This will be reflected in our ongoing professional development and performance appraisal process to ensure all staff receive the same opportunities for professional development to support their roles in school.