The Beacon

Equality

Statement

Due for review: March 2027

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the foremost of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment where we respect and encourage individual differences. We are always looking for opportunities to champion equality through the broadening of knowledge and experiences of everyone across our community and this includes the staff and clients of those using the services of our multi-agency support hub.

Our aims are to ensure there are equal opportunities for pupils, staff, their families and the wider community, regardless of their disability. This forms an integral part of our School Improvement Plan.

The aims for 2024 - 2027 are to build and improve schemes to help challenge and bring down barriers for disabled children and young people, establishing a recognised and integral role within the community. This will include broadening the range and depth of positive experiences of life both inside and outside the school and embedding ourselves within our communities (local, county, national and international levels):

AIM	ACTION	LEAD	PARTNERS	SUCCESS CRITERIA
To establish key pathways into education, employment and training within our community, particularly for post 19 young adults.	To expand our work based learning offer (not isolated work experience opportunities), to enhance progressive pathways into our Post 19 College for appropriate pupils.	Zone 3 AHT and Beacon+ Lead	EKC 14-19 Impartial Advice Group KsENT College based networks School community Local and National Employers	Variety of options for pupils with disabilities to access forms of further employment, education and training including apprenticeships, college and working in the community. Maintaining high numbers of pupil's annually entering employment, further education and/or training for their post Beacon offer (An average of 94% across the last 3 years).
To ensure that pupils grow as young citizens and have the opportunity to contribute to their school, local & wider	To review and redefine all current curriculum strands and define the core learning pathways	All staff	Teachers Pupils All key stakeholders	Pupils to be as independent as they possibly can be, make a positive contribution to society and reach their maximum

community in a meaningful way.	required to allow pupils to thrive (reaching our goals/aim).			potential. This is recognised through onward routes of successful progression, progress measures. (progress indicators, attainment and EHCP outcomes). Progress should include the reflection of pupils and staff to have knowledge and understanding of the diversity of spiritual, moral, social & cultural beliefs.
AIM	**ACTION**	**LEAD**	**PARTNERS**	**SUCCESS CRITERIA**
To build our support, relationships and communication with parents. This will include the clear signposting of services to support their child reach their full potential.	Offer more opportunities for meaningful communication. Establishing a true parent voice and include the use of social media as a preferred platform to stay connected.	Head of School	NHS Nursing Early Help Police Parents/Carers Social Services	To improve “live” and effective communication within our community. To ensure we help our families wherever we can and significantly, before they reach crises. To reduce the number/need of higher level social services intervention. .
To create a broader curriculum map and provision that fully supports our pupils to be as independent as they possibly can be, make a positive contribution to	To review and redefine all current curriculum strands and define the core learning pathways required to allow pupils to thrive (reaching our goals/aim).	Head of School	All teaching staff, support staff and school community.	A series of clear and functional curriculum pathways that are accessible to all pupils and fully support our intent/aim.

society and reach their maximum potential.				
The Beacon to be involved in national and international projects promoting learning for pupils with SEND internationally.	To forge links within our trust networks, challenge partners, etc.	Head teacher Head of School Assistant Head teacher, Zone 2	Through KSent, partnership with University of Buckingham and CCCU, Global Schools Alliance	Successful link to share expertise & practice. To widen the programme to include a 'family' of schools via EDT and Challenge Partner's Links.
AIM	**ACTION**	**LEAD**	**PARTNERS**	**SUCCESS CRITERIA**
To extend our training and support offer to include other schools – particularly in our areas of expertise such as Sensory Integration, utilising the skills of the staff to support partner schools	Organise the exchange of staff with other schools. Schools Partnership Programme Establish a core training offer and including twilights that extend our expert levels of knowledge based within school and potentially across our district.	Assistant Headteacher STLS and Head of School	STLS KsENT CCCU DfE	All staff have access to a broader range of training and facilitation opportunities, development & collaborative working through individual appraisal targets. This will be reflected in the increase on "Expert" level training - 43% (360) of training of training sessions

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	New	New for The Beacon	November 2017	23.01.17
2	Nov 17	Annual Update	November 2018	05.03.18
3	Nov 20	Annual Update	Nov 2021	
4	Oct 23	Update	Oct 27	Feb 2024