

Romanby Primary School

Single Equality Scheme

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the Inclusion Quality Mark audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office. Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.) OFSTED inspection may include the school's accessibility plan as part of their review.

School Aims Statements

- Create a safe, happy, caring and stimulating learning environment.
- Provide a broad and balanced curriculum to cater for the needs and talents of all the children
- Treat everyone equally enabling them to flourish and develop socially, creatively and academically.
- Have high expectations for all, encouraging pride, respect, self-discipline and independence.
- Involve everyone in all aspects of school life.

Equality Objectives 2016-19

- Increase the confidence of staff in differentiating the curriculum for individual pupils' access needs.
- All children have a greater awareness of the diversity of cultures and communities in the United Kingdom and the wider world.
- To narrow the gap in performance of disabled pupils
- To raise attainment in English for boys in KS2

Indicators of progress towards meeting objectives

- See Equalities action plan

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

School Context

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

- The school serves the community of Romanby on the edge of the town of Northallerton.
- The school community is generally from a socially and economically advantaged area. It has a deprivation indicator of 0.09 (Raiseonline 2016)
- The number on roll at present is 276 and we have a published admission number of forty children per year group
- The percentage of children eligible for free school meals is below the national average, 6.5% September 2016
- Attendance is good (97% - July 2016) and there have been no exclusions in the last year.
- The school has a stability rate of 91% (Raiseonline 2016) which is better than schools nationally. 34 children have joined the school at times other than their Reception year.
- The gender split in school is similar to the national average 51.4% boys, 48.6% girls.
- The percentage of children with SEND is below the national average (7.1%). Three children have a Education and Health Care Plan.
- Over the last three years the number of children with Learning Difficulties and Disabilities has been below the national average. No staff are currently employed who come under the DDA definition of disability.
- The school currently has two Children Looked After.
- Very few pupils are from a minority ethnic background. 99% children have English as a first language. Three children are from Service families.
- 10 pupils have been identified as Gifted & Talented in areas such as PE as well as English and Maths
- 43 pupils are eligible for Pupil Premium Funding (Oct 2016).
- The nature of the school intake is not predicted to change in the next three years (bearing in mind the anticipatory requirement of the DDA). All new entrants are asked to complete a school admission form which asks about any specific needs a child may have.
- The school building and site is on one level. A lift has been installed by a flight of three steps. There are two disabled toilets at either end of the building, one of which has a hoist fitted. There is wheelchair access across the two playgrounds in the form of a ramp.
- The school uses the LA Human Resources Service guidance and support to advertise and recruit staff. No issues have been raised in the last three years concerning recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, and ethnicity.

The training taken to position the school well for the equality and diversity agenda.

- Staff have been involved in specific training for meeting the medical and specific needs of pupils e.g. Restrictive Physical Intervention, Hearing and Vision Impairments
- Information on any new entrants, including medical, faith and belief, language needs, shared with all staff e.g. SENCO updates, staff meetings, daily briefing
- Staff meeting agenda item to update on pupil needs and training opportunities e.g. Autism
- Governor training on fair recruitment practices.
- PREVENT training completed for all staff.

School provision

Examples of reasonable adjustments the school makes as a matter of course

- Reasonable adjustments the school makes as a matter of course may vary from simply sitting a child with a hearing impairment near the teacher so that they can clearly see the member of staff to using fax or text messages to inform hearing impaired parents about issues concerning their child. In some cases specific staff are identified to support particular children who do not have a statement of special educational needs but require help to access the curriculum.
- Information is currently provided for disabled pupils and parents/carers via the school website, parent notice boards, text messages, email, and reports can be translated for children with English as a second language.
- Steps that have been taken to create communication friendly/dyslexia friendly environments including the use of ICT/ technology where appropriate.
- The school operates a differentiated behaviour policy.
- The school has individualised provision maps dependent on the area of need and the pupil e.g. dyslexia, behaviour, autism, English as second language which are shared with parents.
- Adaptations to provision are highlighted in individual provision maps.
- Differentiation on planning
- The school involves pupils in planning provision through individual targets.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in School Self Evaluation work.

These processes form part of the school's equality impact assessment processes to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- Outcomes for pupils are analysed against social identity issues and the impact of the use of specific individual budgets e.g. Pupil Premium report, SEN information report, gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school including:
 - Analysis of end of key stage results and achievements on extra-curricular activities; does not show any issues in these areas.
 - Attendance data; shows that the school attendance levels are high in comparison to other schools.
- Pupils' attainment - analysis of end of key stage results for pupils of particular groups. Historical data has been used as a starting point for raising children's achievement and standards e.g. EYFS Profile, Raiseonline and Fischer Family Trust data analysed by staff to establish trends. SAT's and optional test question analysis and schools own tracking data is analysed by staff for trends, data from entry to Y6. This allows individual progress to be tracked and support implemented for particular groups. Individual pupil needs and inclusive practices are a feature of the school. Children demonstrate good attitudes to learning and day to day evidence shows good progress.
- Good use is made of external agencies to provide additional support to children with specific needs including input and evaluation of progress with targets and provision maps. Partnerships with external agencies have led to better provision for children e.g. Educational Psychologist advice for identified individuals.
- Pupils from all groups contribute to the school and the wider community. No children are discriminated against in participating on school trips on the grounds of cost and reasonable adjustments are made to accommodate all children on educational visits as is participation in extended school activities.
- Different groups of pupils feel safe and adopt healthy lifestyles. Exclusion rates are very low.
- The school has effective engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback).

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (named):

- Mr. J. Foxwell and Mrs. S. Bradnam are responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Mr. J. Foxwell is responsible for ensuring the specific needs of staff members are addressed;
- Mr. J. Foxwell, Mrs. J. Wood and Mrs. S. Bradnam are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff (see section 4);
- Mr. J. Foxwell, Mrs. J. Wood and Mrs. S. Bradnam are responsible for monitoring the response to reported incidents of a discriminatory nature.
- Mrs V. Hardisty is the governor responsible for publishing the SEN Information report.

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;

- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of pupils inform the Equality Scheme and action plan:

- Discussions with individual pupils
- School council
- Focus groups of pupils
- E-forums
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments; child centred IPM/IP meetings that happen x3/year
- Yearly open meetings representing a particular theme shared with the community and cluster of schools.
- Growing Up in North Yorkshire Pupil Survey

At this school the following mechanisms will ensure the views of staff inform the Equality Scheme and action plan:

- Regular staff meetings with specific agenda items
- Exit interviews with staff
- Meetings with union representatives
- Individual discussions with staff as a part of performance management

At this school the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
- Feedback through the Governing Body meetings;
- Feedback through the Friends meetings;
- Feedback from adults using the school beyond the school day;
- Yearly open meetings with parents and local groups representing a particular theme.

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.(5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be referenced in school newsletters and in the school's prospectus, school website.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be referenced in school newsletters, the school prospectus and on the school's website. Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Contact us

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Romanby Primary School Equality Action Plan

KEY ISSUE
Increase the extent to which disabled pupils can participate in the school curriculum

Success criteria

- Children accessing all areas of the curriculum
- Raised confidence of teachers in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access needs.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of teachers in differentiating the curriculum. a. Undertake audit of staff training needs on curriculum access b. Assign time to training identified e.g. dyslexia, differentiation, alternative recording.	SENCo Headteacher	September 2016	July 2017	Course costs, Staff Meeting time	Designated Governor and Headteacher report to Governors	
Ensure TAs have access to specific training on disability issues. a. Use staff audit to identify TA training needs and inform Professional Development process. b. TAs to access relevant CPD courses each year.	SENCo	December 2016	July 2017	Course costs, TA Meeting time	Designated Governor and Headteacher report to Governors	
Ensure all staff are aware of disabled children's curriculum access e.g. children with medical conditions have up to date health care plans and support needed to enable them to access curriculum, notes on Target Tracker identify support needs	Class teachers Office Staff	September 2016	July 2017	Staff Meeting time	Designated Governor and Headteacher report to Governors	

<p>To provide specialist equipment to promote participation in learning by all pupils. Assess the needs of the children and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes etc.</p>	<p>Class teacher SENCo</p>	<p>September 2016</p>	<p>Ongoing</p>	<p>SEN budget</p>	<p>Designated Governor and Headteacher report to Governors</p>	
<p>To meet the needs of individuals during statutory end of KS1/2 tests. Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p>	<p>Y2 and Y6 teachers</p>	<p>Nov 2016</p>	<p>May 2017</p>	<p>PPA time</p>	<p>Designated Governor and Headteacher report to Governors</p>	

KEY ISSUE

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Success criteria:

- School buildings and grounds are accessible for all children and adults
- School learning environments are more accessible for children with disabilities

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Audit of accessibility of school buildings and grounds at annual H&S inspection. Suggest actions and implement as budget allows e.g. New entrance door to school Dec 2016 to enable easier access to admin staff/area for those with reduced mobility.	Headteacher	September 2016	By March 2017	MASS funding for some areas such as new door	Designated Governor and Headteacher report to Governors	
Learning environment audit to be carried out by staff with a focus on accessibility and inclusivity e.g. use of pastel colours for displays as part of sensory profile.	SENCo	September 2016	Ongoing	Staff meeting time	Designated Governor and Headteacher report to Governors	

KEY ISSUE

Improve the availability of accessible information for disabled pupils.

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording.
- All parents and other members of the school community can access information

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings e.g. Staff to hold consultations by phone or send written information so that parents are informed of their child's progress, regular information on website.	Class teachers	Nov 2016	July 2017	PPA time Admin staff time	Designated Governor and Headteacher report to Governors	
The school makes itself aware of the services available through the LA for converting written information onto alternative formats. Written information will be provided in alternative formats as necessary.	Class teachers Office Staff	Nov 2016	July 2017	Admin staff time	Designated Governor and Headteacher report to Governors	