



**Buckstones Community Primary School**

**Single Equality Policy**

**Written and agreed by staff: March 2012**

**Adopted by Governors: 20<sup>th</sup>. June 2012**

**Signed by Chair:**

**Buckstones Primary School  
Equality Plan**

- 1. Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
  - a. Race**
  - b. Disability**
  - c. Gender**
  - d. Sexual orientation**
  - e. Community cohesion**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**
- 11. Accessibility Plan 2012 - 2015**

## 1. Mission statement

- At Buckstones School, we aim to promote the development of our children academically, physically, socially, morally and spiritually, by providing a high quality of teaching and varied learning experiences within a well-ordered and stimulating environment, which supports \*equality of opportunity.
- We teach the National Curriculum, planning for and presenting the children with challenges that support differentiation.
- We aim to nurture individual skills and talents within an environment which values, self worth, confidence, independence, self-motivation and co-operation, and in which our children have respect for each other's differences.
  - We aim to give our children a love of life and learning.

\*At Buckstones we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Buckstones we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

Our admissions arrangements, which are set and implemented by the Local Authority, are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Buckstones Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006). We understand that with the commencement of the Equality Act (2010) these three existing equality duties (race, disability and gender) will be combined into a single duty.

The action plan at the end of this Equality Scheme outlines the actions that we will take to meet the general duties detailed below.

#### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

##### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **4e. Religion**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

#### **4f. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the bi-annual parent questionnaire, parents' evening;
- Input through staff meetings / INSET;
- This document has been developed after conducting a questionnaire for a sample of pupils with disabilities, and a questionnaire sent home for parents of pupils with disabilities. The purpose of the questionnaires has been to seek their views and aspirations.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

### **6. Roles and Responsibilities**

#### **The role of governors**



The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the headteacher**

It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

## **7. Tackling discrimination**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body on a termly basis and local authority on a weekly basis.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

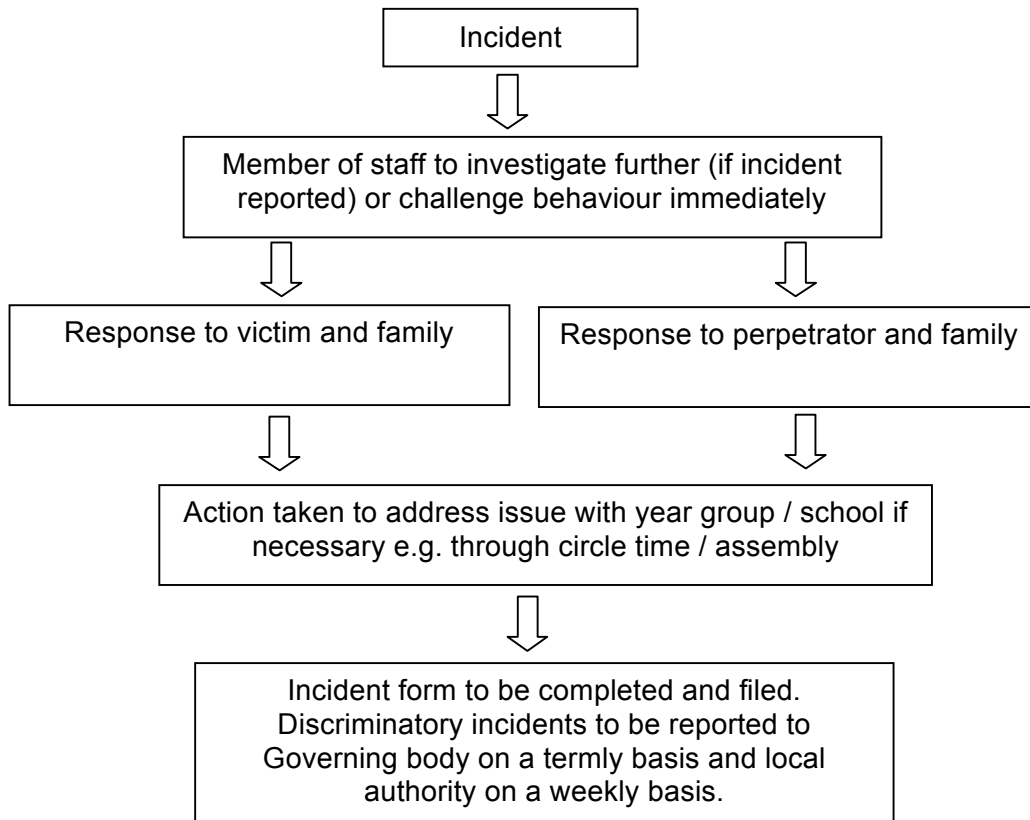
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting to discriminatory incidents is outlined below:



## 8. Review of progress and impact

The Plan has been agreed by our *Governing Body*. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

Publish our plan on the school website;

Raise awareness of the plan through the school newsletter, staff meetings and other communications;

Make sure hard copies are available.

## 10. Action Plan

The aim of the action plan is, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Single Equality Action Plan (which includes the Accessibility Plan) will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for all groups of pupils. For example, this may include expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to all groups of pupils, staff, parents and visitors. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

**This policy will be reviewed annually along with the AEN Policy and the Positive Behaviour Policy and the Anti-bullying Policy.**

**Please read the following documents in conjunction with this one:**

**Charging policy**

**Admissions policy**

**Worship policy**

**R.E. policy**

**PSCHE Policy**

**Positive Behaviour policy**

**Anti bullying policy**

**Equality Act 2010 (Advice for school leaders, school staff, governing bodies and local authorities)**

**E -Safety and Acceptable Use Policy**

**Signed:**

**Date:**

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in bi-annual survey?	Headteacher / designated member of staff	Immediately after Equality Plan is agreed by governing body  20/6/2012	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. Include groups in Pupil Progress Monitoring Forms and meetings.	Achievement data analysed by race, gender and disability	Headteacher	Termly	Analysis of termly teacher assessments / annual data (raiseonline) demonstrates the gap is narrowing for equality groups
All	School will provide extra and additional support for pupils who under-achieving in order to make progress in their learning and personal well-being.	Achievement data analysed by race, gender and disability	All staff	Termly during Pupil Progress meetings	That pupils make progress because reasonable adjustments have been made e.g.

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
				and AEN staff meetings.	dyslexia friendly classrooms, enclosed classrooms for children with H.I., adjustments to classroom painting for V.I. students etc.
Disability Equality Duty	<p>To continue to adjust the fabric of the school to allow access as much as reasonably possible and practical:</p> <ul style="list-style-type: none"> <li>• Disabled parking space</li> <li>• Lowering of curb in the car park</li> <li>• Ramp created outside Reception classroom</li> <li>• Path between Upper Junior playground and Infant playground</li> <li>• Adjust male toilet so it is suitable for a disabled user</li> <li>• Can a lift be installed between the Infant and Junior Department? Are the stairs wide enough to ensure safety for all children and staff.</li> </ul>	Through improved access to all areas of the school for visitors, staff and pupils.	Headteacher and Governors	June 2012	Adjustments made to the school.

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
All	We do not discriminate against disabled people through our recruitment process and will support any person in their work and career development and will try to reflect the diversity of the school community in our workforce.	Through the monitoring of the workforce.	Head teacher and Governors	Ongoing	Increase in applications.
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	All staff	From Sep 2012 a timetable will be drawn up to include activities to promote role models for our school: including past	Notable increase in participation and confidence of targeted groups



## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
				pupils, parents as well as characters from history.	
All	Support disabled pupils and their parents/carers during the transition from primary to secondary in order to ease the stress of moving and to ensure continuity.	Feedback from parents and Secondary schools.	SENCo	Continue present practice	Smooth transitions.
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	From May 2012 we will update and cross reference and analyse our Gifted and Talented register.	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSHE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups. Ensure all pupils work is displayed on a rolling programme in the main entrance and around the school.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, sports leaders, fund raising, Infant helpers, representing the school through sport and enterprise activities, after school activities etc.	School council and after school clubs representation monitored by race, gender, disability	All staff	Ongoing	More diversity in school council membership
All	To include a section in the Staff Handbook about dealing with incidents of bullying and harassment that is based upon a person's race, gender or ethnicity.	All staff are aware of how to deal with such incidents.	Head	Ongoing	Staff awareness raised.

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
All  AEN	Classrooms are optimally organised to promote the participation and independence of all pupils.  Each class to have a visual timetable.	Increase in access to the National Curriculum  All pupils, including those with a disability, will be able to organize themselves.	All teachers	Sep 2012	Pupils are more independent
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis/ Local Authority on a weekly basis.  Create an Incident Form to be used to record when children are sent to the Reflection Room. (see Appendix)	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	June 2012 and then termly in the Headteacher's report to Governor. Continue to report weekly to the Local authority.	All staff are aware of and respond to racist incidents.  Consistent nil reporting is discussed by the Governing Body
Gender Equality	Ensure all after school activities are open to both sexes.	Increased participation of all pupils in sports	Member of staff	May 2012	Central registers kept and

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
Duty	Introduce sports that are available out of school and give all children the opportunity to take up the places in clubs. Link this with our role models.	clubs and out of school activities	leading on sports / PE and Deputy headteacher		participation monitored temly.
Disability Equality Duty	Ensure all Governor vacancies are open to all and ensure reasonable adjustments are in place to ensure they can fully participate and contribute.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	May 2012	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	RE and PSHE assessments. Reporting of visits and visitors. Website photographs held in a central place.	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments
Community cohesion	Provide opportunities for children to interact with people from different backgrounds, geographical UK regions and build positive relationships, including links with different schools and communities. Ensure we cover the Citizenship strand of PSHE.	Monitoring of effectiveness of links by Headteacher.  Amended policy and scheme for PSHE	Headteacher and all teachers	Ongoing  June 2012	Increase in the number of links with other schools and the wider community

## 10. ACTION PLAN

### Buckstones Community Primary School: Accessibility Strategy 2012 - 2015

A. Gathering Information					
Target	Actions	2012 - 2013	2013 - 2014	2014 - 2015	Responsibility
To implement and maintain a monitoring system to support pupils with a disability	<ul style="list-style-type: none"> <li>Maintain a register of children with a disability</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor patterns of attendance and punctuality and send monitoring letters to parents on a termly basis if the child's attendance is below 95%.</li> </ul>				<ul style="list-style-type: none"> <li>Head</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor participation in off-site activities and residential visits</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor pupil achievements through parents evenings, termly review meetings, provision maps, pupil progress meetings and IEP's</li> </ul>				<ul style="list-style-type: none"> <li>HT/Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Include all pupils in the setting of class targets and targets on IEPs.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
To ensure the needs and aspirations of groups of users are met and understood	<ul style="list-style-type: none"> <li>Carry out parent, pupil, stakeholder questionnaires / discussions to seek the views of those with disabilities</li> </ul>				<ul style="list-style-type: none"> <li>HT/Govs</li> <li>SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Annual audit of school's strengths and areas for improvement in working with disabled pupils.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>

## 10. ACTION PLAN

B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	2012 - 2013	2013 - 2014	2014 - 2015	Responsibility
To ensure access to the curriculum is optimized to enable or pupils to feel secure and make progress	<ul style="list-style-type: none"> <li>Data obtained on future pupils to facilitate advanced planning, including pupils entering Foundation Stage and those transferring from other schools.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Provide procedures for the early identification and support of pupils with SEN.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Detailed pupil information given to relevant staff.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure and engaging differentiated curriculum.</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Effectively deploy teaching assistants.</li> </ul>				<ul style="list-style-type: none"> <li>Deputy head</li> </ul>
	<ul style="list-style-type: none"> <li>Consideration for pupils taking part in test e.g. adult readers, application of extra time.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Maintain strong links with outside agencies.</li> </ul>				<ul style="list-style-type: none"> <li>SENCo/HT</li> </ul>
	<ul style="list-style-type: none"> <li>Continue purchase resources, including ICT, based upon recommendations to meet the individual needs.</li> </ul>				<ul style="list-style-type: none"> <li>HT/ICT Coordinator</li> </ul>
	<ul style="list-style-type: none"> <li>Consider pupils' preferred learning styles.</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>

## 10. ACTION PLAN

To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> <li>Provide opportunities for children to meet with people with a variety of needs and abilities.</li> </ul>				<ul style="list-style-type: none"> <li>HT/Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Use SEAL materials within PSHE lessons and assemblies to raise awareness of disability.</li> </ul>				<ul style="list-style-type: none"> <li>HT</li> </ul>
	<ul style="list-style-type: none"> <li>Purchase books and other resources that promote positive images of all people</li> </ul>				<ul style="list-style-type: none"> <li>Literacy Coordinator</li> </ul>
	<ul style="list-style-type: none"> <li>Invite a variety of speakers/visitor to school assemblies events</li> </ul>				<ul style="list-style-type: none"> <li>Ht/SENCo/ Teachers</li> </ul>
To ensure pupils have full access to trips and extra curricular activities	<ul style="list-style-type: none"> <li>Risk assessment prior to trips</li> </ul>				<ul style="list-style-type: none"> <li>EVC/Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Plan trips and activities with parents to ensure access</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Provide support for pupils to ensure they can access out of hours activities</li> </ul>				<ul style="list-style-type: none"> <li>HT</li> </ul>
To ensure staff are appropriately trained	<ul style="list-style-type: none"> <li>Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ASD, ADHD, diabetes etc.</li> </ul>				<ul style="list-style-type: none"> <li>HT/SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure Teachers, TAs and governors have access to specific training for disability issues.</li> </ul>				<ul style="list-style-type: none"> <li>HT/SENCo</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure that all staff can differentiate the curriculum and are aware of SEN resources, and interventions available.</li> </ul>				<ul style="list-style-type: none"> <li>HT/SENCo</li> </ul>

## 10. ACTION PLAN

C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Target	Actions	2012 - 2013	2013 - 2014	2014 - 2015	Responsibility
To provide appropriate access to all users	<ul style="list-style-type: none"> <li>Seek information on the needs of users and pupils</li> </ul>				<ul style="list-style-type: none"> <li>HT</li> </ul>
	<ul style="list-style-type: none"> <li>Annual risk assessment of classrooms for users.</li> </ul>				<ul style="list-style-type: none"> <li>All teachers</li> </ul>
To ensure that disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> <li>Continue to welcome all applicants for teaching and TA posts</li> </ul>				<ul style="list-style-type: none"> <li>Govs/HT</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to encourage all members of the community to consider becoming a Governor</li> </ul>				<ul style="list-style-type: none"> <li>Govs/HT</li> </ul>
To ensure that all pupils and adults with disabilities understand evacuation procedures	<ul style="list-style-type: none"> <li>Ensure that all disabled pupils understand fire notices. Staff to take disabled children around the school to ensure they understand the evacuation process, termly.</li> </ul>				<ul style="list-style-type: none"> <li>All staff</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to ensure that visitors indicate if they will need assistance during an evacuation (as indicated on visitor badges)</li> </ul>				<ul style="list-style-type: none"> <li>Admin staff</li> </ul>



## 10. ACTION PLAN

D. Making written information accessible to pupils in a range of different ways					
Target	Actions	2012 - 2013	2013 - 2014	2014 - 2015	Responsibility
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> <li>Ask parents/carers about access needs when a child is admitted to the school</li> </ul>				<ul style="list-style-type: none"> <li>HT/Reception teacher</li> </ul>
	<ul style="list-style-type: none"> <li>Ask parents/carers and children about access to information in review meetings</li> </ul>				<ul style="list-style-type: none"> <li>SENCo</li> </ul>
To increase support for parents of children with a disability	<ul style="list-style-type: none"> <li>To continue to facilitate access to services such as Parental Support Advisor</li> </ul>				<ul style="list-style-type: none"> <li>HT</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to encourage parents of children with a disability to support their children's education</li> </ul>				<ul style="list-style-type: none"> <li>All staff</li> </ul>
To help children become more aware of their own learning styles and access needs	<ul style="list-style-type: none"> <li>Give children opportunities to experience different learning styles</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Encourage children to define their preferred learning styles</li> </ul>				<ul style="list-style-type: none"> <li>Teachers</li> </ul>

### Appendix 3

#### Record sheet for children who have been sent to the Reflection Room

Name of child:		Class:		Date and Time :	
Number of times this term?					<input type="text"/>
Number of times this year?					<input type="text"/>
Details of the incident:					
Reported by:					
Witnesses:					
Is this a racist incident? And reported to the L.A.					Yes/No
Is this a hate incident? And reported to the L.A.					Yes/No
Have parents been informed?					Yes/No
Have the victim's parents been informed?					Yes/No
Consequence:					
Signed:					

12<sup>th</sup> March  
2012

**Re. Single Equality Scheme**

Dear Parents,

In order to ensure that we provide equal access to the curriculum and building for all its pupils, we are reviewing our Single Equality Scheme. We are therefore asking **all** parents to complete and return the slip below. Please could we ask that this is returned by Monday 19<sup>th</sup> March - even 'nil returns'.

In addition to answering the questions below, we also have a short questionnaire for parents to complete, which we hope will influence the provisions we are able to make here at Buckstones. We would ask anyone who considers their child to have a disability - visual, hearing, physical, learning (eg. dyslexia), behavioural (eg. ADHD) etc. - or who has a disability themselves, to contact either myself or Miss Platt (SENCO) if you are willing to fill in this additional questionnaire.

Kind regards,

S E Healey (Head teacher)

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\*\*\*\*\*

**Single Equality Scheme**

Please delete as appropriate:

- I consider my child to have a disability
- I consider myself to have a disability
- Neither myself nor my child has a disability

The nature of this disability is

.....

Signed: \_\_\_\_\_

Parent of:

\_\_\_\_\_ Class:

\_\_\_\_\_

**Single Equality Scheme**  
**Accessibility Questionnaire for Parents**

- 1. Do you feel that your child is able to access all aspects of school life e.g. the curriculum, P.E., extra-curricular activities?**
  
- 2. If you have any concerns about your child do you feel you are able to approach school?**
  
- 3. Does you or your child receive any support from outside agencies (medical etc)? If so are they supportive?**
  
- 4. What kinds of things have helped you or your child?**
  
- 5. Is there anything else you feel school could do to further support your child?**