



Buckstones Community Primary School

Single Equality Policy

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**Buckstones Primary School
Equality Plan**

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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.

2. Ensuring equality in policy and practice

At Buckstones Primary School we value the individuality of all our pupils and 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, religion, socio-economic background, attainment or age. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity, are able to participate fully in school life and ensure that the education that we offer fosters positive attitudes to all people.

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 Primary School we value diversity, and this will be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out below, 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;

- Provide educational visits and extracurricular activities that reflect pupil groupings.

3. Equal Opportunities for Staff

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 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

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between people of different racial groups and equip pupils with an awareness of our diverse society
- promote community cohesion through our curriculum and in partnership with parents, the community and other agencies

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not service provision)
- disability
- race

- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information-to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area. We also welcome our duty under the Education and Inspection Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

5. Leadership and Management

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the Governing Body and the school management, which reflects the school's commitment to equality for all members of the school community. The school advances equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

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 School Management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination. All members of the school community, including Pupils, Parents, Governors and Staff are consulted and contribute to the development and review of policy documents.

The evaluations of the plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the School, Local, UK, and Global Community.

6. School Ethos

The school opposes all forms of harassment, prejudice related incidents and discrimination and publicly celebrates diversity. The school also actively promotes good personal and community relations. Diversity is respected and inclusion is strength of the school. Advancing diversity is integral to us in our drive to raise standards for all.

Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and disabled pupils. The school also caters for the dietary and dress requirements of different religious groups and enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.

Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Staff are trained to deal effectively with prejudice related incidents.

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.

7. Attitudes and Environment

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure.

- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others.
- Having consistent expectations of pupils and their learning.
- Removing or minimising barriers to learning, so that all pupils can achieve.
- Ensuring that our teaching considers the learning needs of all pupils through our schemes of work and lesson planning.
- Actively tackling racial discrimination and promoting racial equality through our school prospectus, reports to governors, newsletters to parents and displays of work.
- Making clear to our pupils what constitutes aggressive and racist behaviour.
- Identifying clear procedures for dealing quickly with incidents of racist behaviour.
- Making pupils and staff confident to challenge aggressive and racist behaviour.

8. Admissions, Induction and Attendance

The admissions process and induction procedures are monitored to ensure that they are fair, transparent and consistent for all pupils. This ensures that they do not discriminate and disadvantage pupils from any particular group(s).

Comprehensive information about pupils' ethnicity, first language(s), faith, physical needs, diet is included in all admission forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel always follow up absence.

Provision is made for leave of absence for religious observance, which includes staff as well as pupils.

Attendance is monitored by gender, ethnicity, special educational need and background. Action is taken in order to reduce any disparities between different groups of pupils.

9. Curriculum

Curriculum planning takes account of and builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:

- learning English as an additional language
- from minority ethnic groups
- who are gifted and talented
- with special educational needs
- who are looked after by the local authority
- who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra-curricular activities and special events should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

10. Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All pupils access the mainstream curriculum and teachers take positive action to include all groups or individuals.

11. Learners' Progress, Attainment and Assessment

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. 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 close gaps.

12. Behaviour, Discipline and Exclusions

School expects high standards of behaviour all pupils, appropriate for their level of development. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions. It is recognised that disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Pupils, staff and parents are aware of procedures for dealing with all form of harassment. They know that any language or behaviour, which for example is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Exclusions will be in accordance with the school's Behaviour Policy. We closely monitor exclusions by protected characteristics. (See section 4) Action is taken in order to address any disparities between different groups. Strategies are in place to reintegrate long-term absentees and excluded pupils, which address the needs of all pupils.

13. Learners' personal development, welfare and well-being

Welfare and well-being take account of cultural, religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

Appropriate support is given to victims of harassment and prejudice related incidents, through the use of multi-professional teams and approaches where appropriate. The perpetrators are challenged in accordance with school policy and also provided with relevant support and strategies for improving behaviour.

14. Partnership with Parents and the Community

The school has strong relationships with its parents and the community.

The school works in partnership with parents and the community and continues to develop positive attitudes to diversity and respond to key issues.

Information for parents is easily accessible in user-friendly language. We publish our plan on the school website; raise awareness through the school newsletter, assemblies, staff meetings and other communications.

Meetings for parents are made accessible for all. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis.

The school's premises and facilities are equally available and accessible for use by all groups within the community. Reasonable adjustment is made for disability.

15. Staffing: Recruitment, Retention and Continuing Professional Development (CPD)

The school adheres to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties. Positive action is taken to encourage people from underrepresented groups to apply for positions at all levels in the school.

Positive action is taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and CPD opportunities are available to support their practice in relation to this policy.

Staff and visitors provide a range of role models and reflect the diversity of the local and wider community.

16. Tackling discrimination and responding to and reporting incidents

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. Pupils are encouraged to report any discriminatory incidents to a member of staff.

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 / Head teacher where necessary. All incidents are reported to the Head teacher and racist incidents are reported to the local authority on a weekly basis and the Governing Body on a termly basis. Class Teachers/SLT will record incidents on CPOMS.

What is a discriminatory incident?

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, name calling, exclusion from groups and games, unwanted comments, jokes and graffiti.

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.

17. Equality Objectives / Action Plan

In order to identify equality objectives, consideration is given to the potential impact of school practice in terms of:

- Gender
- Race
- Disability
- Religious belief
- Age refers to employment and providing services to wider public
- Sexual orientation
- Pregnancy and Maternity
- Gender reassignment
- Marriage and Civil Partnership refers to staff when considering employment issues
- Socio-economic background

Consideration is also given to the following data:

- Attainment tracker
- EYFS Profile
- Phonics screening
- KS1 SATs
- KS2 SATs
- Termly Pupil Centred Reviews
- PEP's
- CPOMS

The evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation
- foster good relations between different groups

18. Accessibility Plan

The aim of the accessibility plan is, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. 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.

19. 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 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.

20. Monitoring Impact

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

21 Data Protection (GDPR)

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

a) All records are kept confidentially and securely on CPoms

b) If a pupil transfers from the school those files will be copied and forwarded within five working days to the pupil's new school marked confidential and for the attention of the receiving school's designated safeguarding lead person or sent securely via CPoms

c) All safeguarding records for pupils will be retained for DoB +25 years and then securely disposed (documents must be deleted)

Reference should be made to each related policy for specific details on how information is managed and store in this area.

This policy:

Has Few/No Data Compliance Requirements	Has a Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	x	

Key	Protected Characteristics R=Race D=Disability G=Gender RB= Religion or Belief SO= Sexual Orientation A=Age O=Other					
	Aims of the Equality Duty 1 = Eliminate unlawful discrimination 2= Advance equality of opportunity 3=Foster good relations 4=Promote community cohesion					
Equality Strand	Equality Objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	To promote equality and tackle discrimination R D G RB SO A O 1 2 3 4	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.	Head teacher / designated member of staff	Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan as it is published on the website.
All	To promote equality and tackle discrimination R D G RB SO A O 1 2 3 4	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Display visible around school.	All staff	Ongoing	Diversity is reflected in school displays across all year groups. Ensure all pupils work is displayed on a rolling programme in the main

		Children participate in a range of cultural events throughout the year and in so doing have improved awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Record of visits/events placed on Google Drive within medium term plans.			entrance and around the school.
All	To ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to their gender, race, religious belief, disability etc (this includes all protected characteristics). R D G RB SO A O 1 2 3 4	Vulnerable children to be tracked in each class and through school. 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, House Captains, Wellbeing Champions, Infant helpers, Buddy system etc. Review the curriculum	Termly meetings to discuss children's progress, monitor interventions and set new targets. Review make-up of different groups is reflective of the school's diversity. Incidents of bullying behaviour to be reported in line with the anti-bullying policy.	All staff	Ongoing	All children make good progress in basic skills.

		<p>to ensure it promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p> <p>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.</p> <p>Ensure all after school activities are open to both sexes. Introduce sports that are available out of</p>	<p>Feedback from parents and Secondary schools.</p> <p>Increased participation of all pupils in sports clubs and out of school activities</p>			<p>Smooth transitions.</p> <p>Central registers kept and participation monitored termly.</p>
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		<p>school and give all children the opportunity to take up the places in clubs. Link this with our role models.</p>				
All	<p>To ensure that the Governing Body of the school reflects the composition and views of the wider community.</p>	<p>Ensure all Governor vacancies are open to all and ensure reasonable adjustments are in place to ensure they can fully participate and contribute.</p>	<p>Governing body has recruited people from a range of backgrounds.</p>	<p>Governing Body</p>	<p>Ongoing</p>	<p>Governing Body</p>

Buckstones Community Primary School: Accessibility Strategy 2020 - 2023

A. Gathering Information					
Target	Actions	2020 - 2021	2021 - 2022	2022- 2023	Responsibility
To implement and maintain a monitoring system to support pupils with a disability	<ul style="list-style-type: none"> Maintain a register of children with a disability 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Monitor patterns of attendance and punctuality and send monitoring letters to parents on a termly basis if the child's attendance is below 95%. 				<ul style="list-style-type: none"> Head
	<ul style="list-style-type: none"> Monitor participation in off-site activities and residential visits 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Monitor pupil achievements through parents' evenings, termly review meetings, provision maps, pupil progress meetings and IEP's 				<ul style="list-style-type: none"> HT/Teachers
	<ul style="list-style-type: none"> Include all pupils in the setting of class targets and targets on IEPs. 				<ul style="list-style-type: none"> SENCo
To ensure the needs and aspirations of groups of users are met and understood	<ul style="list-style-type: none"> Carry out parent, pupil, stakeholder questionnaires / discussions to seek the views of those with disabilities 				<ul style="list-style-type: none"> HT/Govs SENCo
	<ul style="list-style-type: none"> Annual audit of school's strengths and areas for improvement in working with disabled pupils. 				<ul style="list-style-type: none"> SENCo

B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	2020 - 2021	2021- 2022	2022- 2023	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"> Data obtained on future pupils to facilitate advanced planning, including pupils entering Foundation Stage and those transferring from other schools. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Provide procedures for the early identification and support of pupils with SEN. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Detailed pupil information given to relevant staff. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Ensure and engaging differentiated curriculum. 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Effectively deploy teaching assistants. 				<ul style="list-style-type: none"> Deputy head
	<ul style="list-style-type: none"> Consideration for pupils taking part in test e.g. adult readers, application of extra time. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Maintain strong links with outside agencies. 				<ul style="list-style-type: none"> SENCo/HT
	<ul style="list-style-type: none"> Continue purchase resources, including IT, based upon recommendations to meet the individual needs. 				<ul style="list-style-type: none"> HT/ICT Coordinator
	<ul style="list-style-type: none"> Consider pupils' preferred learning styles. 				<ul style="list-style-type: none"> Teachers

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

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	2020- 2021	2021 - 2022	2022- 2023	Responsibility
To provide appropriate access to all users	<ul style="list-style-type: none"> Seek information on the needs of users and pupils 				<ul style="list-style-type: none"> HT
	<ul style="list-style-type: none"> Annual risk assessment of classrooms for users. 				<ul style="list-style-type: none"> All teachers
To ensure that disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> Continue to welcome all applicants for teaching and TA posts 				<ul style="list-style-type: none"> Govs/HT
	<ul style="list-style-type: none"> Continue to encourage all members of the community to consider becoming a Governor 				<ul style="list-style-type: none"> Govs/HT
To ensure that all pupils and adults with disabilities understand evacuation procedures	<ul style="list-style-type: none"> Ensure that all disabled pupils understand fire notices. Staff to take disabled children around the school to ensure they understand the evacuation process, termly. 				<ul style="list-style-type: none"> All staff
	<ul style="list-style-type: none"> Continue to ensure that visitors indicate if they will need assistance during an evacuation (as indicated on visitor badges) 				<ul style="list-style-type: none"> Admin staff

D. Making written information accessible to pupils in a range of different ways					
Target	Actions	2020 - 2021	2021 - 2022	2022- 2023	Responsibility
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Ask parents/carers about access needs when a child is admitted to the school 				<ul style="list-style-type: none"> HT/Reception teacher
	<ul style="list-style-type: none"> Ask parents/carers and children about access to information in review meetings 				<ul style="list-style-type: none"> SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> To continue to facilitate access to services such as Parental Support Advisor 				<ul style="list-style-type: none"> HT
	<ul style="list-style-type: none"> Continue to encourage parents of children with a disability to support their children's education 				<ul style="list-style-type: none"> All staff
To help children become more aware of their own learning styles and access needs	<ul style="list-style-type: none"> Give children opportunities to experience different learning styles 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Encourage children to define their preferred learning styles 				<ul style="list-style-type: none"> Teachers

