

**North Duffield Community Primary School**

# **Single Equality Scheme 2015-2018**

NB

*Pink highlight – updated information*

## **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**

### **Values**

Throughout the school we reinforce the key values

### **Rights, Respect, Responsibility and Independence.**

### **Aims**

To achieve our vision we aim for all pupils, staff, governors, parents and the community to:

- Work together
- Encourage initiative
- Be unique people
- Have self belief
- Understand diversity
- Be welcoming
- Have a supportive environment
- Ensure equality
- Be part of a community

### **Equality Objectives 2015-19**

- to increase participation by pupils in after school activities;
- to improve Pupil Premium and SEND pupil's behaviours for learning
- To provide nurture area for children
- Continue to increase staff confidence with Autistic children and specific SEND pupils needs
- Develop new staff Induction Pack to include Equalities CPD.
- Revisit and review the delivery of PSHE curriculum throughout school
- Narrow the gap between Pupil Premium pupils and other children.

### **Indicators of progress towards meeting objectives**

- School displays promote and support diversity especially inclusive of children with hidden disabilities
- Annual Questionnaires to staff, pupils and parents that identify areas for further development
- Whole school behaviour expectations modelled consistently by school community
- CPD training as needs identified through Performance Management
- Whole school training – See training
- Inclusion Quality Mark Audit.
- Recognition of IQM for the school.
- Dyslexia Quality Mark
- Induction Training for existing and new staff in place.
- Inclusion of children with disabilities on committees, including school council
- Inclusion of children with disabilities in out of school opportunities
- Discussions with relevant professionals to enable safe inclusion on all trips and camps including access of additional funding where applicable

## 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. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

### Mission Statement

## **“Growing Learners for Life”**

**To create a stimulating learning environment where ALL are encouraged to think, work together, to be respectful, responsible, develop independence and skills to achieve excellence and success in life.**

## 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:-**

North Duffield is a Community Primary School serving a rural village 9 miles south of York.

- The few pupil movements during the academic year are primarily as a result of home or job relocation.
- We have a range of disabilities within our community including, dyslexia, ADHD, OCD, Anxiety, Autism and Down's Syndrome.
- Access arrangements are assessed through community questionnaires on a regular cycle to inform accessibility.
- We strive through staff development and raising awareness to ensure that all children achieve their full potential as a result pupils with a range of disabilities exceed expectations (see tracking system and data analysis using Fischer Family Trust).
- The school intake is following an upward trend as the village is growing as new housing developments are built.
- School has increased to 6 classes in 2014.
- The majority of our pupils and staff are of white British origin.
- All racist incidents are recorded
- English and sign language are primary languages spoken in school and KS2 children learn French.
- The school has policies in place to ensure that its procedures for the recruitment, development and retention of staff does not discriminate against individuals on the grounds of disability, gender, religion and belief, race, sexual orientation, gender reassignment, age, pregnancy and maternity, being married or in a civil partnership.

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

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Information available to disabled pupils in many multisensory formats supported by ICT. Highly trained Teaching Assistant support in all classes. School have a text service in addition to letters. No specific requirements at present but Braille available on request. Other adjustments such as a hearing loop can be installed if need identified.
- The school has been awarded Dyslexia Friendly Quality Mark that informs the Inclusion Quality Mark. Many approaches to teaching are kinaesthetic, meeting different learning styles and staff are encouraged to use as many multisensory resources and opportunities as possible.
- Dyslexia friendly school all pupils benefit from quality provision this is a strength of this school. Specific intervention programmes are available and used where appropriate, e.g reading intervention.
- Our Behaviour Policy has been developed to be flexible enough to accommodate the needs of all pupils but school recognises additional, specific strategies are occasionally required in addition to the Zone Board and House Point system. Such strategies may include differentiating the timetable but are personalised to the pupil and may involve additional rewards.
- There is a whole school Provision map for recording provision, embedded within quality first teaching. This informs individual provision maps for particular pupils who may have additional needs eg autism.
- Individual provision maps are written for all pupils who have additional/specific needs and may require specific targeted intervention. These personalised provision maps include details of interventions and additional resources needed to ensure inclusion.
- Pupils are encouraged to discuss and make use of resources that will support/personalise their learning, (eg alternative ways of recording written work, alphasmart or gel pens) This is reinforced and updated regularly during target setting meetings with parents and staff. Teaching Assistants are highly trained in supporting pupil provision in the classroom. Pupils are encouraged to be independent in the use of resources available to them in the classroom.
- Inclusion Passports are developed for vulnerable pupils in the school. They are valuable documents that support inclusion on a daily basis, provide detailed behaviour support and are invaluable during transitions. Each passport is developed with the pupil initially, followed by teaching staff and parents. They are highly personalised and extremely effective.
- Relevant members of staff are doubled to ensure safety and inclusion on trips or camp.
- Excellent proactive links and liaison with outside agencies to ensure inclusion for all.
- Home School Link Worker to provide advice in contacting relevant agencies or obtaining relevant support.
- Emotional Literacy borrowing display to support many common or tricky family issues. Including accessible literature on different disabilities e.g. Autism and ADHD
- Pastoral Support Officer who supports Pupil Premium children and children with SEND in identifying and becoming good learners.

## 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 the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, 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.

As an inclusive school all children have access to school events and activities in the community. Many children have chance to play instruments and participate in after school clubs, including sporting events.

In 2015 Pupil Premium and SEND children were linked and attained well in maths and Literacy. Throughout the school this is not the case as the majority of SEN and FSM children are attaining near their age related expectations. Pastoral Support Officer employed to work with children to improve learning behaviours and raise outcomes. Most pupils with SEND make at least good progress from their starting points. School tracking shows progress of most groups is in line with and above that expected. SENDCo works on interventions with Teachers and teaching assistants to continually close the gap and increase progress.

Time every day to focus on core skills in literacy and mathematics. Specific interventions carried out with SEN and underachieving pupils throughout the day and predominantly in the classroom- children developing key skills in this time.

Children within school feel safe. Questionnaire (Growing up in North Yorkshire 2014) are done with children to allow them a voice within school.

Behaviour in school is outstanding. There are very few incidents of bullying which are dealt with effectively and quickly. Children follow the school expectations and the rewards and sanctions. These are adapted if necessary for specific children.

Attendance data from Raiseonline shows high attendance throughout school. Children in specific groups have very high attendance throughout the school. Non attendance is rare, policy and procedures have been written to ensure this continues.

The parents and staff of children in particular groups work well together. Meetings are regular when necessary and parents are always informed of any changes quickly. They have a good understanding of where to find information

## 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):**

- Mrs Mounfield and Mrs Smith maintain and share with all the staff those vulnerable pupils and how their needs will be met;
- Mrs Mounfield and Mrs Smith are responsible for ensuring the specific needs of staff members are addressed;
- Mrs Russell is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff
- Mr Russell is the person responsible for monitoring the response to reported incidents of a discriminatory nature.
- details of 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 attend 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:

- School council and pupil voice through relevant whole school whole working assemblies.
- Individual interviews with pupils involved in incidents of a discriminatory/ bullying nature;
- Interviews with pupils to assist with Inclusion Passports and transition;
- Questionnaire for all pupils on their views of learning/teaching in school; (needs to be annually)
- Informal gatherings with wider community to open up discussion of hidden disabilities
- Questionnaires to wider community
- Nurture groups as appropriate to address any difficulties
- *Growing Up in North Yorkshire Pupil Survey*
- *Pupil voice of SEND is gathered and used to help further identify support and needs*

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

- Exit interviews with staff to be developed;
- Links with unions encouraged
- SEN Governor meetings;
- SEN TA meetings;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of Appraisal Process.
- Staff voice encouraged open forum
- Promote policy awareness

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

- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults using the school beyond the school day;
- Meetings with parents and local groups representing a particular theme;
- Information evenings are provided to ensure that parents are involved in and informed about teaching and learning in the school and that their views are taken into consideration;
- Home School agreement.
- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *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 through the Inclusion Quality Mark 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 Form;
- the level achieved in the Inclusion Quality Mark;
- 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 displayed in the school reception area and it 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 displayed in the school reception area and it 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

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

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](mailto: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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Equality Action Plans

KEY ISSUE
Improving access the curriculum (medium term)

Success criteria:

- Gradual introduction of disability issues into all curriculum areas,
- Disabled children confident and able to participate equally in out of school activities.
- Raised confidence of staff in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access needs, specifically Autism
- Provide nurture area for all children within school.

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
Continue to increase staff confidence with Autistic children and specific SEND pupils needs <ul style="list-style-type: none"> <li>- All staff trained at Level 1</li> <li>- Specific TA's to be trained at Level 2</li> <li>- SENCo to have Level 3 training</li> </ul>	SENCO	September 2015	July 2016	4 days supply (£170)  Cost of the course	Designated Governor and HT	
Review all curriculum areas to include disability issues. <ol style="list-style-type: none"> <li>Include specific reference to disability equality in all curriculum reviews.</li> <li>Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address disability equality issues.</li> <li>Assemble resource box of disability equality for staff room (primary)</li> <li>Have section on disability equality and curriculum access planning sheets.</li> </ol>	Headteacher/Su bject leaders PSHCE Coordinator  PSHCE Coordinator Headteacher/Su bject leaders	From Jan 16   From Jan 16	  By July 2017  By Jan 2017		Designated Governor and HT	

<p>Revisit and review the delivery of PSHE curriculum throughout school</p> <ul style="list-style-type: none"> <li>- collect information from planning regarding PSHE provision</li> <li>- Monitor PSHE in the curriculum- books, children, portfolios, displays.</li> <li>- Reintroduce themed assemblies and SEAL to the school.</li> <li>- Ensure SEAL materials are used throughout the curriculum and not stand alone.</li> </ul>	PSHE co-ordinator	January 2016	July 2017	Staff Meetings Monitoring time	Management Team	
<p>To improve Pupil Premium and SEND pupil's behaviours for learning</p> <p>-see separate Action Plan (part of school priorities)</p>						
<p>To increase participation by pupils in after school activities;</p> <ul style="list-style-type: none"> <li>- Audit the number of children attending clubs.</li> <li>- Devise plan of activities to allow all children to participate.</li> <li>- Use sports funding to enable access to the sports clubs.</li> </ul>	PE co-ordinator	Sept 2015	July 2017		HT	



<p>To provide nurture area for children</p> <ul style="list-style-type: none"> <li>- Investigate nurture areas/ rooms, visit other schools</li> <li>- Organise opportunities to visit other schools</li> <li>- Identify area in school to be used.</li> <li>- Look into resources needed for a nurture area/ room</li> <li>- Training for staff and TA's</li> </ul>	<p>Headteacher/S ENCo and Pastoral Advisor</p>	<p>January 2017</p>	<p>July 2018</p>	<p>Identify area in school</p> <p>Funding for resources from audit</p>		
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KEY ISSUE
Improving access to curriculum (long term)

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons

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
Develop consistent approach to differentiation and alternative recording in school. a. Devise and consult on model school policy with good practice guidance. b. Organise 2 INSET sessions to share good practice.	SENCo  SENCo		By July 2016  By July 2016		Designated Governor and HT	
Ensure disabled children participate equally in after school and lunch time activities. a. Survey participation in clubs at lunch and after school by disabled children.	PE co-ordinator  I		By July 2016		Designated Governor and HT	
Ensure all staff have undertaken disability equality training. a. Set up Inset training for all staff on disability equality, explore support from Special Schools. b. Ensure new staff access similar CPD courses.	CPD Coordinator	January 2016	ongoing		Designated Governor and HT	
Develop system for involving TAs in curriculum planning. a. Establish joint TA/teacher planning opportunities. b. Set up system for joint TAs/teacher evaluations.	SENCo	From 2016	ongoing		Designated Governor and HT	