



<p>Owned by: SIMCE Reviewed : Spring 2020 To be reviewed: Spring 2021</p>

'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School

The Equality Scheme and Action Plan

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Scope and Objectives

Our vision is realised through this policy by the commitment of our Governing Body to provide an environment for learning which will encourage all our children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, and equality of opportunities and provision.

To achieve this we will:

- Respect the equal human rights of all our pupils and to educate them about equality.
- Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- Demonstrate respect for all whatever their race or background.
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Respect the equal rights of our staff and other members of the community.
- In particular we will comply with relevant legislation and frame and implement school policies and plan in relation to race and religious equality, disability equality, gender equality and community cohesion.
- Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfillment in all our pupils.

2. The School Context:

The characteristics of our school

Characteristic	Total	Breakdown
As at May 2019 Census		
Number of pupils	238	Number 111 Female Number 127 Male
Number of staff	35	31 Female 4 Male
Number of governors	14	9 Female 5 Male
Religious character		Church of England (Voluntary Controlled)
Attainment on entry		Largely in line with or slightly below
Mobility of school population (year 17-18)	4 out, 7 in	new children in (additional to Nursery intake) and out (in addition to Year 6)
Pupils eligible for FSM	16	
Pupils eligible for EYPP	5	
Deprivation factor	-	Low
Disabled staff	0	of those completing disclosure
Disabled pupils (SEN/LDD)		2 with EHCs / 34 code K
Disabled pupils (physical)	13	hearing, visual impairment, blindness in one eye, Ehlers Danlos syndrome, reflex anoxic seizures, cerebella hyperplasia, Long QT syndrome (heart), hyper mobility
BME pupils	20	White/Asian- 3, White/Black – 2, White/other -8 white/British – 6, 1 refused
BME staff	3	1 African, 2 white/other
Pupils who speak English as an additional language	22	Chinese Mandarin (1), Dutch (2) French (2) German (2) Greek (other)(1) Greek Cypriot (2), Igbo (1), Italian (2), Romanian (1), Russian (3), Spanish (2) Swahili (1) and Tamil (2)
Average attendance rate May 2019 Census	2.38% 0.59% 97.03%	Authorised Unauthorised Attendance
Significant partnerships, extended provision, etc.		<p>Herts &Ware Primary Head Teacher's Consortium Primary Head Teachers Forum DSPL3 Family Support Workers. The Rivers Behaviour Unit Close Collaborative work with St John The Baptist, Amwell View Special Educational Needs School for collaborative partnership in the area of meeting Autism needs SEN partnerships – Regional Cluster group meetings</p> <p>Pre School links *Bobtails Pre school – based on the St Andrew's School site *Ware Children's Centre YMCA - EYFS Team liaison</p> <p>Further Education Centres: St Mary's University ,Twickenham Hertfordshire University – School of Education</p> <p>Secondary School collaborations: Chauncey Secondary School. John Warner Secondary School. Presdales Secondary School. Richard Hale Secondary School</p>

		<p>The school benefits from close links with the parish churches. Collective Worship is led by the local clergy every Thursday morning. The children visit the churches to lead services for festivals and important events in the church's calendar. We also use the churches for educational visits.</p> <p>The school offers an internally run breakfast club – from 7.15am till school starts and has an after school club run by an external provider - Jousters from 3.15 to 6.15pm.</p>
Awards, accreditations, specialist status		<p>Ofsted – Good – May 2018 SIAMS – Outstanding – June 2015 Eco-Schools – Bronze Award – 2019 Sports Mark – Gold Award - 2018 International Schools' Award (Accreditation (Gold) level) – Summer 2015 RE Quality Mark (Gold) – Summer 2016 International Values-based Education Mark – Summer 2016 HMI Section 8 Safeguarding inspection Sept 2017 – Safeguarding rated as effective Certificate of participation in the MHD challenge and raising awareness of mental health</p>

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty. (See Section 7)

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief

- Sexual orientation

Disability equality

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability- related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways
- We will ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Race equality

The general duty to promote race equality means that we must have due regard to:

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

Gender equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment and
- Promoting equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Community cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our School Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Keeping Children Safe in Education (Sept 2019)

We fully follow this statutory Department for Education (DfE) guidance which came into force from 5 September 2016 (Updated annually) replacing previous versions as well as Safeguarding Children and Safer Recruitment in Education 2006.

The extensive guidance covers Safeguarding information for all staff; the management of safeguarding; safer recruitment; and Allegations of abuse made against teachers and other staff.

4: Roles and Responsibilities

Chain of accountability

The Governing Body, delegating its responsibilities to the School Improvement Curriculum and Ethos Committee and supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher, Helen Gillingham, retains overall responsibility for ensuring that the action plan is delivered effectively.

An annual report on equality and the reviewed Equality Action Plan are presented to the Summer Term SIMCE meeting.

All staff members are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Headteacher has overall responsibility for:

- Single equality scheme
- Disability equality (including bullying incidents)
- SEN/LDD (including bullying incidents)
- Accessibility
- Gender equality (including bullying incidents)
- Race equality (including racist incidents)
- Equality and diversity in curriculum content
- Equality and diversity in pupil achievement
- Equality and diversity – behaviour and exclusions
- Participation in all aspects of school life
- Impact assessment
- Stakeholder consultation
- Policy review
- Communication and publishing

Commitment to review

The Action Plan of the school Equality Scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme with relevant stakeholders. The Action Plan, a review of progress against it and reviews of it in the light of actions taken, will be made available to all stakeholders on an annual basis. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

The Governors will:	
Policy Development & Implementation	<ul style="list-style-type: none"> ● Provide leadership for the development and regular review of the school's equality and other policies & ensure the accountability of the Headteacher for the communication and implementation of school policies ● Highlight good practice & promote it throughout the school & wider

	community
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Congratulate examples of good practice from the school and among staff and pupils ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
The Headteacher and senior staff will:	
Policy Development	<ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Ensure consultation with pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all pupils, staff and stakeholders ● Ensure that staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies ● Hold team leaders accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all staff and pupils ● Highlight good practice from staff and pupils ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively
All teaching and non-teaching staff will:	
Policy Development	<p>Have the opportunity to:</p> <ul style="list-style-type: none"> ● contribute to consultations and reviews ● raise issues with senior leaders which could contribute to policy review and development ● Maintain awareness of the school's current equality policy and procedures ● Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Have the opportunity to contribute to the implementation of the school's equality scheme

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved Governors, staff, pupils and parents/carers in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

We will ensure that the consultations are comprehensive and inclusive - including representation from the disability, gender, race and community cohesion strands as well as other concerns e.g. FSM or vulnerable groups.

We will ensure that the consultations seek opinions on concerns regarding all of these strands.

We will endeavour to ensure that every stakeholder feels able to contribute to the consultation process. Language and approach will be adapted to audience.

We will always be receptive to comments and concerns raised regarding these issues.

Various methods will be used including:

Questionnaires

Surveys

Discussions in focus groups e.g. Circle Times, House Meetings, Values Champions Meetings, Church Aspects Group meetings or other designated focus groups

6: Our School's Equality Priorities

Key priorities for action

Achievements to date

We pride ourselves on being inclusive and welcome diversity in all forms and treat it with equality of opportunity in every realistic sense. This is fully in-keeping with our Christian Ethos as expressed through our school vision and our programme of Values Education.

General:

- All opportunities are available to all
- Our SENCo has delegated time to work in a general, observational manner with all year groups (N – Y6) to facilitate early identification of potential issues. The SENCO is receiving training to be able to initiate, facilitate and supervise Family First Assessments.
- All teaching and support staff are trained in First Aid.
- Protective Behaviour training has been completed for children of all ages, empowering them to respond appropriately if feeling uncomfortable for any reason and ensuring that they have and are always aware of someone to turn to for support. This is to be refreshed Autumn 2019.
- All staff have received training for the Herts County STEP ON scheme (Hertfordshire CC therapeutic approach to positive behaviour management in schools) and the practise taught through this training is being embedded within school.
- Breakfast Club and After School club provision for all working parents.
- 30 Hour Nursery provision in partnership with the Pre School operating on the school site - Bobtails
- Appropriate use of Pupil Premium funding to ensure equality eg funding school uniform for parents on low incomes, Breakfast Club places partially or fully funded for PP families or other families who are not in receipt of PP but may need our short term help.

The standard procedures and processes of our school – Disability

Our Admissions Policy is in line with that of the Local Authority. Children with Educational Health Plans (EHCP)/SEND for disability have priority for admissions.

- We work closely with the parent/carer and any outside agencies in order to ensure that the child's needs are known and able to be met.
- Although built into a hill the school has disability access as far as possible, having been yellow-lined, safety-railed and adapted for wheelchair exterior access.
- The main building has disabled toilets on one level.
- Special equipment e.g. visualiser, shaped seating etc. is accessed or purchased as appropriate.
- Several children use hearing aids and staff are proficient in wearing and using adaptors in order to maximise the hearing of these children.
- Makaton signing club has been introduced
- A purpose built Sensory Room was added to the interior of the building in Autumn 2017 in order to ensure that the ever increasing needs of the children in our school are better met.
- We have trained staff for leading Autism and talk therapy.
- We have two members of staff leading Inclusion and SENDco
- We encourage participation by disabled people in public life
- We take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.(Equality v equity)
- We promote equality of opportunity between disabled people and other people.
- We work together to eliminate disability related harassment.
- Advice is sought from parents/carers and outside agencies to keep our disabled pupils healthy.
- Special dietary requirements are met at our request by Hertfordshire Catering.

- PSHE lessons address acceptance/understanding of disability as appropriate/needed. Notices around the school and in teachers' and first aid records heighten awareness of vulnerable children.
- The recent purchase of the Life Education PSHE resource from CORAM has ensured that the school is covering all of the statutory PSHE Curriculum and compliant with the new statutory SRE Government teaching regulations.
- We have some children with highly complex medical needs who often require hospitalisation. Our staff is trained in how to deal with these conditions and how to administer the individual medication for each child.
- A high proportion of our staff hold a Paediatric First Aid qualification
- The school PE subject lead has introduced many Healthy life style and well Being opportunities for the pupils including "Fitter Futures" and "nutrition Classes" and the mental wellbeing and mindfulness pilot project run by the Youth Schools Trust.
- The school takes part in mental well being events. The concept of Growth Mindset addresses children's mental health on a daily basis and has enabled all students to realise that they can break down whatever barriers to learning that may have using self help techniques and with the help and support of the school community.
- The school engages in mindfulness activities both in class and in extracurricular ways such as the Mandala Colouring Club run by the school SENCO.
- The school completed a course of 6 Mindfulness sessions in the Summer Term 2018 for all staff members which aims to teach techniques whereby the staff will be better able to manage their own stress and anxieties.
- A member of staff leads on well being and mindfulness.
- We are very aware of site safety. We provide pedestrian routes within the site as well as road safety training for children in FS and KS1 as well as Bikeability training for Year 5. We positively discriminate in favour of Disabled drivers who are allowed to drive & park on site.

The standard procedures and processes of our school – Gender

- Frequent PSHE classroom discussions of gender-related issues e.g. stereotype, expectations, attitudes, impact on learning etc.
- Work to ensure tolerance and to counteract bullying takes account of homophobic bullying
- Any bullying issue is addressed and recorded consistently regardless of gender.
- Completion of termly Sexual and Racial incident log
- Completion and submission to Governors of the Annual Child Protection Checklist and Safeguarding Reports, plus interim termly monitoring by the designated Governor for safeguarding.
- The recent purchase of CPOMS software(Child Protection On Line Management System) in December 2017 has proven invaluable in the tracking and recording all incidents of racism, bullying and sexual inappropriateness
- Head Teacher keeps parents up to date with any safeguarding issues through newsletters.
- Regular workshops are organised to promote equality and safeguarding (e.g The Two Johns, Sergeant Davey)
- Balanced and sensitive programme of SRE whole School, age appropriate.
- Awareness of impact of gender on attitudes to diet.
- First Aid training lessons have been provided for different cohorts (2018-19 – Year 4).
- Our curriculum tailored to meet the needs of the individual and to address any imbalance e.g. Boys Writing in some Year groups, as relevant.
- Equal opportunities in extra-curricular activities provision.
- Equal opportunities in sport e.g. boys taking part in netball team, girls taking part in football team
- Curriculum made accessible to all – tailored to individual learning styles and to all interests – not gender specific.
- Promotion of positive attitudes and role models
- Staff now a mix of male and female. Male Deputy Head Teacher, Male teachers in Year 6 and 4 . Appointment of best candidate regardless of gender.
- Equality of opportunity for promotion and of pay

The standard procedures and processes of our school – SEND

- Our Admissions Policy is in line with that of the Local Authority. Children with Educational Health Plans (EHC)/ SEND have priority for admissions.
- We work closely with the parent/carer and any outside agencies in order to ensure that the child's needs are known and able to be met.
- Children's SEND needs are met primarily through "quality first teachings" in all classes
- Additional needs are identified on children's Assess-Plan-Review
- A purpose built Sensory Room was added to the interior of the building in Autumn 2017 in order to ensure that the ever increasing needs of the children in our school are better met.

- We use all areas (eg outside environment, sensory rooms. ICT suite etc) to support individual needs as appropriate.
- We have trained staff for leading Autism and talk therapy.
- We have two members of staff leading Inclusion and SEND.

The standard procedures and processes of our school – Race

- All the issues addressed above (Gender) are applied to standard processes regarding race. E.g. the majority of staff are white and of British origin, but there is no discrimination of attitude, opportunity or pay towards those of ethnic minority origin.
- The Local Authority doesn't take race into account when allocating places, therefore our school community reflects the local community which is predominantly white UK origin. We do however have a minority from different ethnic groups.
- When we have parents who do not speak English as a first language, we offer a translation service for Parents' Evenings.

The standard procedures and processes of our school – Community Cohesion

- As a school we are working towards community cohesion with a common vision and sense of belonging by all. We aim to develop and expect strong relationships between all members of our school family. We value all members of the school family, whatever their diversity of background and circumstances, providing similar opportunities for all including learning/CPD/Volunteer/ethos.
- We actively encourage mutual respect, positive relationships and shared responsibility within a caring community founded upon Christian values.
- We signpost members of our school community (whether pupils, parents/carers or staff) to any appropriate opportunities relating to childcare, health, education or enjoyment.
- Our school community is central to and an integral part of the village community within which it is set. Residents of the village are welcome to use our grounds outside school hours. We carol sing in the community and entertain local elderly at school performances.
- We promote the work of the Parish Council and other organisations within the village. We work with local businesses to mutual benefit. We work closely with St. Andrew's Parish Church, attending services in the church, welcoming the clergy team to lead weekly assemblies, contributing to the parish magazine, and having Foundation Governors on our Governing Body.

Areas the school has identified as priority areas

Priority		Category	Diversity strand	Background
1	Accessibility	Environment	Disability	Parts of the school have steps to access areas e.g. Dining Hall. Awareness only needed – address as issues arise as little can practically be done to address this area.
2	Boy's reading and writing	National Indicator	Gender	We want to improve boys' engagement with the writing process and thereby attainment, whilst maintaining that of girls.
3	Staff training	Teaching & Learning	Race	As staff change – we need to refresh and update appropriate training – ie protective behaviours, Steps training etc
4.	Parental Involvement	Partnership	All	Consultation emphasises the importance of working closely with parents/carers. We will extend the distribution of supportive literature and signpost available services more efficiently. Parent Partnership is integral to every area of our School Development Plan and we constantly seek ways in which to work ever more closely with our parents for the benefit of their children.
4	Volunteer helpers	Partnership	Gender	We want to increase the ratio of male role-models helping in school. Male parents support as volunteers for trips, events or special 'days' and to hear readers weekly. This has been achieved to a large extent – 3 male teachers and 1 male helper in school now. Male help at school FOSTA events.

5	Policy review	Statutory	All	An awareness of equality aspects is incorporated into our rolling programme of policy writing and review.
6	Governor involvement	Statutory	All	Present the Equality Scheme to the Governors' School Improvement Curriculum and Ethos Committee (SIMCE) for discussion and review annually and report outcomes to the Full Governing Body. Progress against the Action Plan to form a standing agenda item at the Summer Term Full Governing Body Meeting.
7	Stakeholder consultation	Statutory	Disability Gender Race	Implement a programme of formal consultation equality accessible to all stakeholders and consulting on all statutory strands.
8	Impact assessment	Statutory	All	AM7 allows us to track EAL and Non EAL, BM groups
9	Communication and publishing	Statutory	Disability Gender Race	Ensure communications with the school community are user-friendly, in plain English, accessible and easy-read. Ensure that our website is compliant with regard to our commitment to equality & diversity & inform the school community about our equality plans.

7. Action Plan

Making progress on equality issues

An action plan accompanies this Equality Scheme and this will be reviewed annually. In line with this Equality Scheme, the action plan sets out the equality and diversity objectives for the school. – see Appendix 1

Policy 'owned' by: SIMCE

Policy reviewed: Spring 2020

To be reviewed: Spring 2021

Equality/Accessibility Action Plan 2019-20

Planning Duty 1: Physical Environment - Increase the extent to which disabled pupils can access the physical environment

Increase the extent to which disabled pupils can access the physical environment						
	Issue	What	Who	When	Success Criteria	Review
Short term	To maintain safe, accessible pathways around the setting	Signage to be reviewed	School Caretaker Office staff	Daily – CT	That the signs around the school highlight any significant hazards. That Steps are clearly marked by paint.	Annual survey (Health and Safety walk – Autumn term)
		Paths kept clear of leaves and branches	School Caretaker (CT)	Daily – CT	That the paths around the school are kept clear of debris and trip hazards.	Annual survey (Health and Safety walk – Autumn term)
Medium term	To ensure that routes around the school are well lit	Outside lighting to be improved	HT, Bursar Resource Governors	Autumn 2020	That routes used during winter months (e.g to breakfast club/after school club) are well lit.	Spring 2021
	To consider further wheelchair access to all areas of the school e.g provision of ramps	Purchase of ramps to help access between hall/Computing suite and library	HT, Bursar Resource Governors	Autumn 2020	To make it easier for a disabled child to independently enter the KS2 building.(presently there are grab rails to help access)	Spring 2021
Long term	Increase security of site while keeping access to school	Increase height of the Cow barn fence and gate Remote access “buzzers” on all gates into the school	HT, Bursar Resource Governors	Academic year 2020-2021	Increased security of site	Spring 2022

Planning Duty 2: Increase the extent to which disabled pupils can participate in the curriculum

Increase the extent to which disabled pupils can participate in the curriculum						
	Issue	What	Who	When	Outcome	Review
Short term	Highest possible standards/progress & learning in all curricular areas.	To provide an education that allows our pupils to achieve in a range of contexts enabling them to gain a wide range of skills & knowledge – this is embedded in our Curriculum Intent	HT Subject leaders Class teachers Subject Governors	On going	That our children progressively develop their knowledge and skills in all curricular areas. That all subjects have an equally high profile in our school and are championed by their subject leaders and subject linked governors	Annual
	To reduce the fluctuations between the attainment and progress of boys and girls	for boys and girls progress to be tracked in R,W and M – identify inequalities and take appropriate initiatives.	HT Subject leaders Class teachers Subject Governors	Termly monitoring	That boys and girls attainment and progress is equitable	Termly
	To reduce the attainment and progress gap between vulnerable groups and non vulnerable pupils.	For vulnerable groups progress and achievement to be tracked and appropriate actions to be taken. to identify intervention strategies required to enable all pupils to make at least sustained progress or small step progress- as applicable. Tracking of PP funding to ensure allocation helps to - raise achievement, aspirations and cultural opportunities of PP pupils.	HT SENDco and INco Subject leaders Class teachers Subject Governors	Termly monitoring	That termly progress and attainment measures (small steps progress, AM7, National data etc) show progress of the vulnerable groups	Termly
Medium term	To ensure that	Early identification of vulnerable children	HT,	Termly	That the attendance of our	Spring 2021

	attendance of all vulnerable groups reflects the school's average	with low attendance Careful termly monitoring of these children and mapping of interventions SENDco and Inco to work with vulnerable families and help them access early intervention help.	SENDco, INco Governors		vulnerable groups improves on a termly basis until the percentages are in line with all children	
	Educate all re bias, prejudice & discrimination - empower all to oppose appropriately and effectively. Focus of Curriculum INTENT	staff to monitor language and behaviour of pupils – record and respond following school's behaviour policy. For staff and school to be proactive in educating pupils (e.g International weeks, anti- racism PSHE, through CW, celebrating differences, exploration of world faiths, visits, visitors etc)	Governors Head All staff	Autumn 2020	That there are no racist incidents. That all children and staff treat all with respect at all times.	Spring 2021
Long term	That our curriculum continues to be relevant, exciting and challenging for all of our children, whatever their needs.	That there is a clear strategic link with the SDP and the curriculum, identifying areas which need training, resources and increased pupil participation.	HT Subject leaders Class teachers Subject Governors SLT	Termly	That staff continue to update their knowledge and understanding of the different subjects That resources, CPD are clearly linked with SDP and identified needs. That our children are firmly engaged in their learning and feel empowered to help develop areas which they wish to explore.	On going

Planning Duty 3: Improve the availability of accessible **information** to disabled pupils.

	Improve the availability of accessible information to disabled pupils.
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	Issue	What	Who	When	Outcome	Review
Short Term	Pupils with speech and language difficulties have access to the curriculum	<p>Pupils given time to process language and respond</p> <p>Visual timetables , now and next strategies to be used</p> <p>Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials</p> <p>Advice and training sought from NHS Speech and Language therapists</p> <p>SALT (Speech and Language Team) programs followed in school</p>	<p>HT</p> <p>Subject leaders</p> <p>Class teachers</p> <p>Subject Governors</p>	Continuous	Curriculum more accessible to children with speech and language difficulties	Termly – Assess, Plan, Review documents
Medium term	To ensure that children are provided with positive information, images and role models of disability	<p>Complete survey of books in school library which explore issues of equality – purchase appropriate literature.</p> <p>Class reading books – to have at least one focussed on equality each year.</p> <p>Encourage visitors (eg Judo champion, BMX Growth Mindset opportunities)</p> <p>Regular PSHE curriculum opportunities</p>	<p>HT</p> <p>Phase Leaders</p> <p>Subject leaders</p>	Summer 2020	That the children understand issues of disability and are open minded and accepting.	Spring 2021
Long Term	That staff and children feel confident in using Makaton signing to help more effective communication.	<p>Makaton club - for pupils</p> <p>staff to be trained in Makaton signing</p> <p>Makaton signs around school</p>	<p>SENDco and INCo</p> <p>LSAs trained in Makaton</p>	Autumn 2021	That all staff and children are able to communicate more effectively with children with communication barriers	Spring 2022