



Single Equality Scheme

Including:
Equality objectives,
Equality Action Plan,
Accessibility Plan

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Review : Jan2025

Signed by Chair of Curriculum Committee: *A Green*

St. Mary's Christian Vision

Through God's love and our Christian Values, we encourage each individual to love, respect and value God, themselves and others.

We encourage and nurture everyone to flourish and grow into the unique person God made them to be, ready to go out into the world to love others.

This is rooted in Jesus' words: Love one another as Jesus loved us. (John 13 v 34-35)

1. Introduction

Ensuring equality in policy and practice

At St Mary's CE 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 St Mary's CE 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 reflects pupil groupings.

2. 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 reassignment 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.

3 . Equality and the law

As a school we welcome our duties under the Equality Act 2010 and to the (amendment) regulations 2023.

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 fulfill specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information-to demonstrate compliance with the general duty across it's 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.

4. 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.

5. 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 a 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.

6. 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 takes into account 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.

7. 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 entry to school 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.

8. 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 and/or disability
- 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.

9. 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.

10. 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.

11. Behaviour, Discipline and Exclusions

School expects high standards of behaviour from all pupils, appropriate for their level of development. We have procedures for disciplining pupils and managing behaviour that are fair and applied consistently across school. 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 forms 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.

12. 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.

13. 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, worship, 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.

14. 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. Action is taken to encourage people from under represented 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.

15. 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 / Headteacher where necessary. All incidents are reported to the Headteacher 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.

16. 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
- 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

17. 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.

18. 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.

19. 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;

20. 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.

- All records are kept confidentially and securely on CPOMS
- 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
- 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 policies 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
	✓	

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 Objective	Success Criteria	Tasks	People Responsible	Timescale	Resources	Training / Development	
<p>To promote equality and tackle discrimination R, D, G, RB, SO, A, O 1, 2, 3,4</p>	<p>Children respect and interact with people from different backgrounds and build positive relationships, including links with different schools and communities.</p> <p>Displays of pupils work in classrooms and corridors demonstrates their understanding of diversity in terms of race, gender and ethnicity.</p> <p>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.</p>	<p>Regular, annual review of the policy, following consultation/ discussion with stakeholders</p> <p>Any discriminatory incident to be formally recorded and reported termly to the FGB.</p> <p>Continue to develop links with schools / organisations with a different ethnic and cultural backgrounds to our own. (Broadfield primary School)</p> <p>Continue to make links with elderly members of the local community to e.g. invitations to school events (Macmillan Coffee Morning, school performances), send cards, Easter eggs to local care homes, harvest parcels.</p> <p>Curriculum enrichment activities – visit to places with a variety of cultural and ethnic backgrounds.</p> <p>Termly meetings to be held by SLT and teachers to assess children’s progress, identify any barriers to learning that may have been created by race, gender, disability and background and then plan and carry out interventions as appropriate. These interventions are then to be monitored under the same process.</p>	FGB / SLT	Ongoing	Staff Meetings	TBD	
Equality and Excellence for all							

10. ACTION PLAN

<p style="text-align: center;">Teaching, Learning and Curriculum</p>	<p>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).</p>	<p>All children make good progress in the basic skills.</p> <p>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, Ethos Group, class assemblies, fund raising, Sports Ambassadors, Health Champions etc.</p> <p>The curriculum 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>Vulnerable children to be tracked in each class and throughout the school. Termly Pupil Progress meetings to be held and issues surrounding protected characteristics including socio economic background to be monitored and necessary interventions to be put in place</p> <p>Discriminatory incidents to be reported in line with Oldham LA guidelines</p> <p>Maintain commitment to our Anti-Bullying policy. Provide regular opportunities during worship, Friendship week, and class activities to embed our ethos and zero tolerance of bullying. Incidents of bullying behaviour to be reported in line with the anti bullying policy.</p> <p>Provide a supportive atmosphere and opportunities for pupils to share their worries e.g buddies, worry boxes, trusted adults.</p> <p>Gender and different family structures are included in our Sex and Relationships policy to ensure that pupils value others regardless of gender.</p> <p>All pupils have equal access to the curriculum and extra-curricular activities are offered to all pupils. Attendance is monitored and specific individuals are invited. Mixed group seating is encouraged within class activities.</p> <p>Ensure that E-safety is embedded within the school curriculum.</p> <p>Ensure that adaptations are carried out in all classes in line with the Teaching and Learning Policy</p> <p>Regular termly Pupil Centred Review meetings to be held to review children's progress, monitor interventions and set new targets</p> <p>Regular discussions between the SENDCo and the Ed Psych to take place to identify how best to meet SEND With Agencies and EHCP pupil's needs</p> <p>Outside Agencies to be invited into school when it has been identified that their expertise is required in order for the child to progress.</p>	<p>FGB / SLT/ Subject Leads</p>	<p>Ongoing</p>	<p>Staff Meetings</p>	<p>TBD</p>
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10. ACTION PLAN

Community, Engagement and Extended Services	To ensure that the Governing Body of the school reflects the composition and views of the wider community	All stakeholders feel represented by the Governing Body	Actively seek to recruit people from a range of backgrounds to the Governing Body.	GB / SLT	Ongoing	Literature	TBD
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10. ACTION PLAN

St Mary's CE Primary School: Accessibility Plan 2023-2026

A. Gathering Information					
Target	Actions	2023 – 2024	2024 – 2025	2025 – 2026	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"> SENDco
	<ul style="list-style-type: none"> Monitor patterns of attendance 				<ul style="list-style-type: none"> HT/DHT/EWO
	<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"> Record and monitor pupil achievements through home/school books, termly pupil centred review meetings, provision maps and pupil progress meetings 				<ul style="list-style-type: none"> HT/SENDco/Teachers
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 discussions to seek the views of those with disabilities 				<ul style="list-style-type: none"> HT/Govs SENDco
	<ul style="list-style-type: none"> Enable potential pupils with disabilities to view the school and identify any changes that may be required. 				<ul style="list-style-type: none"> HT/Govs
	<ul style="list-style-type: none"> Provide hirers of provision for disabled as requested. 				<ul style="list-style-type: none"> HT/Govs
B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	2023 – 2024	2024 – 2025	2025 – 2026	Responsibility
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> Review RHSE curriculum to ensure disability awareness is taught effectively 				<ul style="list-style-type: none"> PSHE Lead
	<ul style="list-style-type: none"> Provide opportunities for children to meet with people with a variety of disabilities 				<ul style="list-style-type: none"> PSHE & PE Lead, Sports Development
	<ul style="list-style-type: none"> Review provision in other areas of the curriculum e.g. PE, computing 				<ul style="list-style-type: none"> Subject Leaders
	<ul style="list-style-type: none"> Purchase books and other resources that promote positive images of disability 				<ul style="list-style-type: none"> Literacy leader & Subject Leaders
	<ul style="list-style-type: none"> Invite disabled speakers/visitor to school assemblies events 				<ul style="list-style-type: none"> HT/ DHT/ Teachers
To ensure pupils have full access to learning activities including trips and extra curricular activities	<ul style="list-style-type: none"> Risk assessment prior to trips 				<ul style="list-style-type: none"> HT/Govs/ 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"> Appropriate deployment of adults and peer support, including during unstructured times 				<ul style="list-style-type: none"> SLT

10. ACTION PLAN

	<ul style="list-style-type: none"> Pupil Centred Reviews held termly to ensure access to a curriculum that is tailored to the individual needs of a child with SEND 				<ul style="list-style-type: none"> SENDCo /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"> Teachers
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 spina bifida, dyslexia, ADHD, diabetes, epilepsy etc. 				<ul style="list-style-type: none"> HT/SENDCo
	<ul style="list-style-type: none"> Ensure Teachers, TAs and Governors have access to specific training for disability issues e.g. moving and handling training. 				<ul style="list-style-type: none"> HT/SENDCo
	<ul style="list-style-type: none"> Ensure that all staff can differentiate the curriculum and are aware of SEND resources. 				<ul style="list-style-type: none"> HT/SLT

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	2023– 2024	2024 – 2025	2025 – 2026	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/Govs
	<ul style="list-style-type: none"> Maintain access to toilets for wheelchair users and those with mobility issues e.g. hoists if appropriate 				<ul style="list-style-type: none"> HT/Govs
	<ul style="list-style-type: none"> Provide aids for those who are visually impaired if appropriate 				<ul style="list-style-type: none"> HT/Govs
	<ul style="list-style-type: none"> Ensure all external provision can be accessed by all pupils / adults 				<ul style="list-style-type: none"> Caretaker
	<ul style="list-style-type: none"> Annual Risk Assessment for wheelchair use as required 				<ul style="list-style-type: none"> HT
To ensure that disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> To welcome all applicants for teaching and TA posts 				<ul style="list-style-type: none"> Govs/HT
	<ul style="list-style-type: none"> 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"> To ensure signage is effective 				<ul style="list-style-type: none"> HT/Staff
	<ul style="list-style-type: none"> Ensure that all disabled pupils understand fire notices , Lockdown procedures and have their own bespoke evacuation plan (PEEP) that is annually updated 				<ul style="list-style-type: none"> HT/SENCo
	<ul style="list-style-type: none"> Continue to ensure that visitors indicate if they will need assistance during an evacuation (as indicated on the electronic entry sign system) 				<ul style="list-style-type: none"> Office staff

10. ACTION PLAN

D. Making written information accessible to pupils in a range of different ways					
Target	Actions	2023– 2024	2024 – 2025	2025 – 2026	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/Staff
	<ul style="list-style-type: none"> Ask parents/carers and children about access to information in review meetings 				<ul style="list-style-type: none"> Teachers/ SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> Ensure that the school prospectus explicitly welcomes children with SEND 				<ul style="list-style-type: none"> Govs/HT/DHT
	<ul style="list-style-type: none"> Encourage parents of children with a disability to support their children's education 				<ul style="list-style-type: none"> Everyone
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
To communicate information in a variety of ways	<ul style="list-style-type: none"> Provide information through school website, parentmail, online resources, telephone calls, written communication e.g. in newsletters, notices 				<ul style="list-style-type: none"> All staff
	<ul style="list-style-type: none"> Provide enlarged worksheets and coloured paper where appropriate 				<ul style="list-style-type: none"> Teachers