

# Withernsea Primary School

## SCHOOL EQUALITY POLICY

<b>Effective Date</b>	January 2017
<b>Date Reviewed</b>	
<b>Date Due for Review</b>	January 2019
<b>Contact</b>	Nina Siddle (Business Director)
<b>Contact Number</b>	01964 612800
<b>Approved By</b>	Miss J Medcalf (Chair of Governors)



## **EQUALITY POLICY**

### **Aspire - Love - Learning**

#### **Statement of Aims**

The school aims to:

- Provide a high quality of education where children are successful learners who enjoy learning, make progress and achieve their potential
- Encourage children to achieve their potential in a safe, caring and stimulating environment
- Equip children with skills for lifelong learning to enable them to become independent learners, with the skills and attitudes necessary to gain the most from the opportunities which life presents to lead fulfilling lives
- Promote pupils' self-esteem and emotional well being, to enable them to achieve high standards of behaviour and positive attitudes with confidence to enable them to live safe and healthy lives
- Build and maintain close local community, global community, parental and governor links, to help children become responsible citizens who make a positive contribution to society

#### **Curriculum Aims**

The National Curriculum and the following documents form the basis of our school curriculum:

- National Curriculum
- Primary National Strategy (Literacy and Numeracy)
- East Yorkshire Agreed Syllabus for Religious Education

We recognise that the curriculum cannot remain static and must be responsive to changes in society and the economy and the outcomes of the evaluation of teaching and learning in our school.

Our Curriculum aims to enable all pupils to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Successful learners who:

- Have the essential learning skills of literacy, numeracy and information and communication technology
- Are creative, resourceful and able to identify and solve problems

- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals who:

- Have a sense of self-worth and personal identity
- Relate well to others and form good relationships
- Are self-aware and deal with their emotions
- Have secure values and beliefs and have principles to distinguish right from wrong
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Recognise their talents and have ambitions
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens who:

- Are well prepared for life and work
- Are enterprising
- Are able to work cooperatively with others
- Respect others and act with integrity
- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Sustain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Can change things for the better

Our pupils are entitled to a curriculum which is broad, balanced and relevant. The curriculum will be informed by assessment and appropriately differentiated in order to ensure continuity and progression throughout the learning process. We will ensure there is equality of access to and experience of the whole curriculum.

Our curriculum is planned to ensure entitlement for all pupils and we aim for and demand the highest levels of pupil achievement. We encourage and expect all our parents, carers and the community to work in active partnership with the school.

These curriculum aims will inform all school policies and planning, and will be reflected in classroom practice.

## Introduction

On 1 October 2010, the **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Withernsea Primary School to discriminate against a person by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief, including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The **Public Sector Equality Duty** as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

This includes pupils and staff.

## **Statutory Requirements: The Specific Duties**

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually
- Set and publish equality objectives at least every four years
- Ensure that all information is published in a way which makes it easy for people to access and understand it

## **Publishing Information**

Public bodies such as Withernsea Primary School must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision making. The information published must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics

## **Setting Equality Objectives**

As part of the Equalities ACT 2010, equality objectives have been set by Withernsea Primary School taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to the school size; the extent to what we do affects equality; and the evidence that such objectives were needed.

The Equality Objectives are specific and set out how progress will be measured.

## Definitions

**Protected Characteristics** – It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief, including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

However, although a person's age is a protected characteristic in relation to employment and to the provision of goods and services, this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

**Direct Discrimination** – This occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

**Indirect Discrimination** – This occurs when a 'provision, criterion or practice' is applied generally, but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** – This has a specific legal definition in the Act – it is 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person'.

**Victimisation** – This occurs when a person is treated less favourably than they otherwise would have been because of something they have done ('a protected act') in connection with the Act.

**Discrimination by Association** – A person will not be discriminated against because they are associated with another person with a protected characteristic.

**Perception** – Whether or not a person actually has a protected characteristic, it would be discrimination to treat that person differently because it thought that they have a protected characteristic.

**Disability Special Provision** – We will treat disabled pupils more favourable than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities, either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Policy and Plan.

**Accessibility Plan** – This is implemented to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- The availability of accessible information to disabled pupils is improved

This plan is included as a part of the School Accessibility Policy.

**Parents** – Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents, but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

**Staff** – This includes teaching and non-teaching staff of the school.



## Responsibilities

**The Governing Body** is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above.

The lead Governor for this is: **Miss J Medcalf (Chair)**.

**The Head Teacher** is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff** are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**Visitors and contractors** are responsible for following the School Equality Policy.

## Public Sector Duty

### Information

Appendix I of this policy shows the information which is relevant, in terms of the three aims of the Equality Act 2010, as required by the Public Sector Duty.

### Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives and this policy:

- Governors
- Teaching staff
- Non-teaching staff
- School Council

### Equality Objectives

The following Equality Objectives were decided upon from the analysis of information in Appendix I of this policy and where there was a potential for improvement in equalities:

1. To prepare pupils for life in Modern Britain and help them to develop tolerance and respect for others
2. To develop the knowledge and skills of staff and Governors around equality and diversity issues
3. To support and encourage SEND pupils and ensure that they are as fully able as possible to participate in the school's extracurricular activities

The actions plan for each objective can be found in **Appendix II, on pages 21-23**.

### Monitoring and Evaluation

The analysis of data and information which shows compliance to the three aims of the Equality Act (Appendix I) will be updated annually, subsequent to the date of this policy.

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years.

### Publishing

In order to ensure that our Accessibility Plan is easily accessible, we will:

- Publish the plan on our website: [www.withernseaprimary.co.uk](http://www.withernseaprimary.co.uk)
- Publish the plan through the school newsletter / other communications
- Highlight the information in our staff meetings

- Ensure a hard copy is available in different formats for those people who are visually impaired or EAL users where applicable
- Ensure translation is available those people whose English is not their first language

## References

Equality & Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*, 2011, p6

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012

## APPENDIX I

## Withernsea Primary School Equalities Information and Analysis

### Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

Educational Year 2015 / 16 (as of 21 Jan 2016)		School Combined %	National Combined %
Gender	Girls	44.9 (254)	49.0
	Boys	55.1 (312)	51.0
Ethnicity	White English	97.3	
	White Irish	0.2	
	White Eastern European	0.2	
	White and Any Other Ethnic Group	0.2	
	White and Black African	0.5	
	White and Chinese	0.7	
	Asian and Black	0.4	
	Other Mixed Background	0.4	
Free School Meal Eligibility	Not Eligible	66.6	74.0
	Eligible	33.4	26.0
Special Educational Need	No Special Educational Needs	80.6	85.6
	SEN with Support	17.5	13.0
	Statement	1.8	1.4
	EHC Plan	0.2	
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	3.6	6.5
	Hearing Impairment	5.5	1.7
	Moderate Learning Difficulty	32.7	24.6
	Multi-sensory Impairment	0.9	0.2
	Other Difficulty / Disability	5.5	4.4
	Physical Disability	2.7	3.0
	Severe Learning Difficulty	0.9	0.9
	Social, Emotional and Mental Health	5.5	15.6
	Specific Learning Difficulty	13.6	10.5
	Speech, Language and Communication Needs	28.2	27.7
	Visual Impairment	0.9	1.0

**Analysis / Comments**

**Analysis of the school population**

Predominantly White British, with very little religious/cultural diversity  
 High FSM/Pupil Premium eligible children  
 High SEN and a high rate of Statemented children  
 Gender imbalance with 10% greater number of boys

**Comparisons to National data**

The high SEN and Pupil Premium numbers result in additional funding that requires careful management to demonstrate impact and value for money  
 In year groups with higher proportions of Pupil Premium children, where they are also SEN children, can often result in a particular gap in progress

<b>Attendance</b>	<b>School Combined %</b>	<b>National Combined %</b>
Authorised Absence	3.1	3.5
Unauthorised Absence	0.4	0.9
Persistent Absence	2.3 (8)	--

**Analysis / Comments**

**Things we do well**

Communicate well with our parents (through a school app)  
 Excellent provision for Home/School Liaison and Parental support through our Pastoral Team.  
 Improving Attendance  
 Nurturing environment for vulnerable pupils.  
 Restorative environment encouraging a sense of belonging to our community and a sense of responsibility to that community.

Promotion of positive pupil attitudes to learning through exciting immersive learning environments and enquiry based projects, taking opportunities to learn within our community.

Promotion of sense of 'wider' Britain and International awareness e.g. Erasmus partners in 6 European countries.

### **Things we would like to improve**

Pupils to have further involvement in their own learning and responsibility for their own learning.

Continued good progress

Our knowledge, skills and understanding around dyscalculia

## Section 2. Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

### Attainment Data

Attainment Data is published annually on the school website.

This is how our school, and different groups in our school, compare at the end of Year 6 (Key Stage 2) in 2015.

### Key Stage 2 Outcomes for different groups in our school

		<u>Reading, Writing &amp; Mathematics</u>	
		School APS*	National APS*
*APS = Average Point Scores			
Gender	Girls	26.3	29.0
	Boys	28.0	28.6
Special Educational Need	No Special Educational Needs	29.5	29.9
	SEN with Support	22.5	25.0
	Statement / EHCP	----	18.8
Ethnicity	White British	27.2	28.9
	Any other White background	26.0	28.0
	Any other Mixed background	25.5	29.1
Prior Attainment	Low	23.4	23.2
	Middle	28.9	28.9
	High	31.8	33.0
Free School Meals	Non FSM	28.5	29.5
	FSM	25.9	27.2
Children Looked After	Not CLA	27.1	28.8
	CLA	30.0	25.0
Disadvantaged Pupils	Other Pupils	28.9	29.5
	Disadvantaged Pupils	25.5	27.2
English as a first language	Other Pupils	26.0	28.3
	English or believed to be English	27.2	28.9

**Examples**

**Steps the School has Taken (Case Studies) -**

**Participation :**

A particular focus on Pupil Premium children closing the gap through use of focus groups and strategies to ensure deep learning opportunities.

SEN pupil support plans – continue to develop screening tests and Yr/teacher lead in personalised support plan. Pupils are aware of support targets.

Whole school focus on writing, blogs to create an audience and Year 1 immersive learning project.

**Admissions and Transfer:**

n/a

**Analysis / Comments**

**Things we do well**

Progress the children make from entry into the school up to Year 6.

**Things we would like to improve**

Attainment data.



### Section 3. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

<u>Examples</u>	Steps the School has Taken (Case Studies) -
<b>Social and Emotional Wellbeing :</b>	<p>We have the Investors in Pupils quality mark – which we are proud to achieve because of the investment we make in our pupils.</p> <p>We make new pupils welcome with a class introduction booklet prepared by the pupils for each class.</p> <p>Each day each class has a circle time to contribute and listen to each other.</p> <p>We have trained playground buddies to support pupils at break times.</p> <p>Our Nurture room is a place children can go to discuss any concerns or worries and also has group and individual programmes such as drawing and talking, etc, to support pupils.</p>
<b>Pupil Voice:</b>	<p>Each class has a class council which sends representatives through to a school council to discuss a variety of school issues.</p> <p>We have regular pupil questionnaires about different aspects of school. We also have suggestion and worry boxes.</p> <p>Termly anti-bullying questionnaire and follow up. Raise profile/awareness of other issues.</p>
<b>Positive Imagery:</b>	<p>Each year group has a Blog on which we post children with their work and also show parents different activities in school.</p> <p>We have attractive, colourful learning environments with many positive posters and messages promoted through</p>

<p><b>Community Links:</b></p>	<p>the school.</p> <p>In 2015, our Year 4 pupils made a fish trail around Withernsea which is currently trying to be developed into a permanent town fixture.</p> <p>We have good links with the local Town Council and attend the community events such as the annual memorial service and the raising of the Commonwealth Flag.</p> <p>We have supported local charities such as the Lifeboat.</p> <p>Year 5 presented a showcase at the Meridian Centre on British Culture in Autumn 2016 that the Withernsea community could visit.</p>
<p><b>Removing Barriers and Reasonable Adjustments:</b></p>	<p>We are inclusive it is part of our mission statement 'All'.</p> <p>We can make adaptations for pupils with physical and mobility difficulties and those who have hearing impairments.</p> <p>We have enhanced our provision for developing speech and language.</p>

### Analysis / Comments

#### Things we do well

Our pastoral support of pupils is excellent – with a large pastoral team and dedicated nurture room supporting over half the school population over the course of a term. Vulnerable pupils feel supported.

#### Things we would like to improve

We continue to develop our knowledge of the huge variety of special needs as new children with new and different needs arrive. We also listen to the pupils and look for further opportunities to extend their pupil voice.

**Section 4: Eliminate Unlawful Discrimination, Harassment and Victimisation**

<b><u>Examples</u></b>	<b>Steps the School has Taken (Case Studies) -</b>
<b>Exclusions Data :</b>	<p>2014/15:</p> <p>5 children with a total of 8 exclusions. 9 excluded days in total.</p>
<b>Victimisation and Discrimination:</b>	<p>We record all incidents on our behaviour management system so we can track perpetrators and look at the impact of preventative strategies.</p>
<b>Monitoring of Discriminatory Incidents:</b>	<p>We record all incidents on our behaviour management system so we can track perpetrators and look at the impact of preventative strategies.</p>
<b>Anti-Bullying and Harassment:</b>	<p>We complete an anti-bullying questionnaire each term and track victims and perpetrators.</p> <p>A report is prepared and shared with staff and parents and actions are taken on the basis of this information, e.g. changes to supervision when we asked pupils where they did feel safe around school, etc.</p>

**Analysis / Comments**

**Things we do well**

We monitor identified pupils and excellent pastoral programme and behaviour medication programmes.

Pupils through the class circles have a good sense of identity and belonging.

The anti-bullying questionnaire gives us a good picture of what is happening in school – pupils will sometimes write rather than tell us.

**Things we would like to improve**

After a meeting with our SEN Governor we will add a SEN/CLA column to the bullying questionnaire analysis to monitor incidents more carefully with these groups of pupils.

**Section 5: Participation and Engagement**

How we have involved people in developing equalities at our school.

<u>Examples</u>	Steps the School has Taken (Case Studies) -
<b>School Council :</b>	Each class has representatives and the school council meets half termly.
<b>Pupil Voice:</b>	<p>To involve people in developing equalities.</p> <p>We have daily class circle and this encourages a sense of belonging and community for all in the class</p> <p>We have adopted restorative principle and will hold restorative circles which encourage all pupils to take ownership of their behaviour and a sense of responsibility to their school community.</p> <p>Assembly themes highlight themed weeks and months and draw pupil's attention to issues, e.g. dyslexia awareness, anti-bullying weeks, different religions and their beliefs, etc.</p>
<b>Parents / Carers / Guardians:</b>	Parental questionnaires. Dojo App system enables communication.
<b>Staff:</b>	<p>In January 16 we will have staff training on PE and disability to ensure we make lessons as inclusive as possible.</p> <p>Sept 16 – staff training on Autism</p> <p>We have external trainers/consultants, such as speech therapists, special needs consultants and behaviour consultants, to raise awareness and give us appropriate techniques and strategies.</p>
<b>Local Community:</b>	We have visitors to our assemblies and also at other times in school, e.g. disabled sportsmen, etc.
<b>Governors:</b>	Governors have special oversight e.g. SEN, Pupil Premium – so are aware of specific groups of pupils and their needs.

## EQUALITY OBJECTIVES

## APPENDIX II

**EQUALITY OBJECTIVE: 1**

**To prepare pupils for life in Modern Britain and help them to develop tolerance and respect for others**

**Lead Person****(responsible for entire Objective)***Mrs Harper***Objective Outcomes**

- *Pupils are aware of different cultures and religions*
- *Diversity is embedded throughout the curriculum*
- *Pupils understand the rights and responsibilities of being a citizen of Britain, and the wider world*
- *Pupils understand Britain's history, culture, traditions and its' developing and changing nature*
- *Pupils have developed respect and tolerance for different groups and faiths*
- *High achievement of all pupils*

**Performance Measures / Evidence**

- *Curriculum planning*
- *Pupil understanding*
- *Pupil participation*
- *Pupil behaviour*
- *Hate incidents is reduced*
- *Tracking data*
- *Intervention outcomes*
- *Case studies*

<b>Action</b>	<b>Lead Person (responsible for action)</b>	<b>Timescale</b>	<b>Review Date (by Governors)</b>
Include positive examples and images of diverse groups in curriculum work and in images around the school	<i>Mrs Harper</i>	<i>Ongoing, continually provided</i>	<i>Governors – when visiting. Termly</i>
Ensure that materials and resources reflecting diverse cultures, faiths and other equality-related topics are available to pupils in classrooms, school library and other areas pupils gather	<i>Mrs Harper</i>	<i>Ongoing, reviewed for each line of enquiry project</i>	<i>Summer 17</i>
Links with other schools/regions with diverse characteristics are developed to support curriculum delivery	<i>Erasmus project lead</i>	<i>2016-18</i>	<i>Termly</i>
Develop community links further	<i>Class Teachers</i>	<i>2016-17</i>	<i>Summer 17</i>
Curriculum planning is adapted to ensure that there are increased opportunities to learn more about different cultures, beliefs and faiths	<i>RE Team and Year group leaders</i>	<i>Autumn 16 (RE evaluation)</i>	<i>Spring 18</i>

Add key festivals from a range of religions to the school's curriculum	<i>Mrs Harper</i>	<i>Termly</i>	<i>Termly</i>
Embed opportunities to learn about Britain's history, culture and traditions in the curriculum	<i>Mrs Harper</i>	<i>2016-17 review projects lines of enquiry</i>	<i>Governors termly (awareness of year groups and curriculum)</i>
Identify opportunities to share curriculum provision with parents, Governors and the local community	<i>Mrs Harper</i>	<i>Termly - website</i>	<i>Termly</i>
Continue to develop teachers' use of data in targeting pupils, ensuring that all pupils make progress	<i>Mrs Harper &amp; all Class Teachers</i>	<i>Termly</i>	<i>Termly</i>
Promote respect and tolerance throughout the curriculum and in all school activities	<i>All staff</i>	<i>Ongoing</i>	<i>Termly</i>

**Details of Progress Made**

<b>Year 2016/17</b>	
<b>Year 2017/18</b>	
<b>Year 2018/19</b>	

**EQUALITY OBJECTIVE: 2**

**To develop the knowledge and skills of staff and Governors around equality and diversity issues**

**Lead Person  
(responsible for entire Objective)** Mrs Harper

<b>Objective Outcomes</b>	<b>Performance Measures / Evidence</b>
<ul style="list-style-type: none"> <li>• Staff are able to provide equality of opportunity in their lessons and the curriculum</li> <li>• Staff and Governors are familiar with the Equality Act and the implications for action</li> <li>• Governors hold the school to account for promoting equality and diversity</li> <li>• The school's Accessibility Policy is up to date</li> </ul>	<ul style="list-style-type: none"> <li>• Equality of opportunity is measured through the analysis of data, tracking of pupils and checking of work</li> <li>• Skills audit and training records</li> <li>• Governors; minutes to show that the school is held to account through meetings and visits into school</li> <li>• Updates copy of the school's Accessibility Policy and Plan</li> </ul>

<b>Action</b>	<b>Lead Person (responsible for action)</b>	<b>Timescale</b>	<b>Review Date (by Governors)</b>
Training needs for staff assessed and a training plan to meet identified gaps developed	SMT	Termly	Termly
Equalities training provided for Governors and staff, both initially and regularly	SMT	ASAP	
Equality & Diversity issues made a standing agenda item on the relevant Governor meeting/committee meeting	Mrs Harper	Immediate for curriculum agenda	Ongoing
Accessibility Policy and Plan reviewed	SMT SBD	Annual	Sept Annually
Identify opportunities to increase teachers' and Governors' knowledge and understanding of diverse cultures and other equality-related issues	SMT	Ongoing	Ongoing

Ensure the school has a robust process for undertaking equality impact assessments when making changes to processes and/or policies that could affect staff or pupils	<i>SMT</i>	<i>When required</i>	<i>Ongoing</i>
Ensure the school has a robust process for reporting and handling hate incidents within the school	<i>SMT</i>	<i>Ongoing</i>	<i>Ongoing</i>
Teachers are aware and suitably trained to identify needs and to support pupils with specific needs	<i>SMT</i>	<i>Ongoing</i>	<i>Ongoing</i>

**Details of Progress Made**

<b>Year 2016/17</b>	
<b>Year 2017/18</b>	
<b>Year 2018/19</b>	



**EQUALITY OBJECTIVE: 3**

**To support and encourage SEND pupils, ensuring that they are as fully able as possible to participate in all school's activities and the curriculum**

**Lead Person (responsible for entire Objective)** *SENCO & SMT*

<b>Objective Outcomes</b>	<b>Performance Measures / Evidence</b>
<ul style="list-style-type: none"> <li>• <i>Relevant school information, including policies and procedures, are accessible and understandable to all pupils and their families</i></li> <li>• <i>All SEND pupils are able to participate in all curriculum activities, including PE</i></li> <li>• <i>All SEND pupils are able to access and participate in all extra-curricular activities</i></li> <li>• <i>Technology and resources support the participation and improvement of SEND pupils</i></li> <li>• <i>All SEND pupils are supported to reach their full potential</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Feedback from pupils and families of pupils with specific language and/or access needs</i></li> <li>• <i>Level of participation in curriculum activities of SEND pupils</i></li> <li>• <i>Level of participation of SEND pupils in extra-curricular activities</i></li> <li>• <i>Tracking data</i></li> <li>• <i>Progress levels of SEND pupils</i></li> <li>• <i>Case studies</i></li> <li>• <i>Examples of use of technology and/or resources to improve progress</i></li> </ul>

<b>Action</b>	<b>Lead Person (responsible for action)</b>	<b>Timescale</b>	<b>Review Date (by Governors)</b>
On starting school, SEND pupils are assessed for their needs and plans developed to meet them – SEND pupils and their parents are involved/consulted in this assessment	<i>SMT &amp; Foundation Lead</i>	<i>Autumn Term</i>	<i>Autumn</i>
Translation, interpretation and communication support is provided, where necessary, for SEND pupils and their families	<i>SENCO</i>	<i>Ongoing</i>	<i>Ongoing</i>
EAL support is put in place for any pupil whose first language is not English	<i>SENCO</i>	<i>Ongoing</i>	<i>Ongoing</i>
Technology hardware, software and APPs are investigated to meet the needs of SEND pupils	<i>SENCO &amp; SMT</i>	<i>Ongoing</i>	<i>Ongoing</i>
Curriculum resources to support SEND pupils' participation are investigated and sourced, where appropriate	<i>SENCO</i>	<i>Ongoing</i>	<i>Ongoing</i>

Pupils, as appropriate, are trained in the use of technology and resources that could improve their progress and/or participation	<i>Class Teacher &amp; SENCO</i>		<i>Ongoing</i>
All teachers of SEND pupils have appropriate teaching assistant support	<i>SMT</i>		<i>Ongoing</i>
School visits and extra-curricular activities are made accessible to all SEND pupils, taking account of any specific needs or resources that would be required	<i>Year Group Leaders</i>		<i>Ongoing</i>
Curriculum planning is differentiated sufficiently to allow all SEND pupils to achieve and make good progress	<i>Class Teachers</i>		<i>Ongoing</i>
Homework is constructive and allows SEND pupils equal opportunity to complete it	<i>Class Teachers</i>		<i>Ongoing</i>
SEND pupils are respected and are encouraged to achieve and make the best progress they can	<i>All staff</i>		<i>Ongoing</i>

**Details of Progress Made**

<b>Year 2016/17</b>	
<b>Year 2017/18</b>	
<b>Year 2018/19</b>	