

Reeth Community and Gunnerside Methodist (VC) Federated Primary Schools

Single Equality Scheme 2015

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the schools' statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities The definition of what constitutes discrimination is more complex. Provision for disabled pupils is

closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Headteacher's Signature		Summer Term 2017
Chair of Governor's Signature		Summer Term 2017

Aims of the single equality scheme

- To articulate the schools' commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the schools' response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the schools' Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years. The action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our schools have regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.) OFSTED inspection may include the schools' accessibility plan as part of their review.

School Aims:

- To provide high quality education that enables all pupils to reach their full potential
- To inspire a love for learning
- To support pupils to become confident, independent, and well-rounded people ready for the next step of education and for life
- To develop pupils' understanding of right and wrong, respect for others, sense of personal responsibility, and politeness
- To provide opportunities for pupils to explore and develop beliefs and values, including those of the Methodist Church and of Britain
- To work together - staff, pupils, parents and the wider community - to achieve shared goals

Equality Objectives 2015-19:

- Provide a welcoming and safe environment for pupils, parents, staff, volunteers and visitors
- Promote the personal, social, moral and spiritual education of every pupil
- Be a community in which everyone is willing to help one another
- Aim for good progress for every child, no matter what their differences

- Ensure the needs of all children are met through specific CPD focused on new and differing challenges.

Indicators of progress towards meeting objectives:

- Positive feedback from parent questionnaires
- Positive feedback from pupil questionnaires
- Governors are aware of positive attitudes in the local community towards the schools and its pupils
- Termly reviews evidence that pupils are effectively supported in line with individual plans

What kind of a school are we?

School Vision and Values

The schools' vision and values statement reflects the schools' ambitions for all its pupils and has been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme:

- Reeth and Gunnerside are both small village schools in the rural area of Upper Swaledale.
- Reeth School has a Nursery class which provides for pupils from the areas of Reeth, Gunnerside and Arkengarthdale.
- The majority of pupils complete all of their Early Years and Primary education at our schools, with most pupils starting nursery the term after they turn three years old and transitioning to secondary school at the end of Year 6. The schools do, however, experience a small amount of pupil mobility, from families relocating to or from the area.
- Almost all pupils are White British. A significantly lower than average proportion of pupils is from minority ethnic groups. None are at an early stage of learning to speak English.
- The schools have a small number of children with special educational needs and disabilities.
- A small number of families meet the eligibility criteria for free school meals. This eligibility is generally taken up.
- Attendance is good, with the percentage of sessions missed through absence in recent years for both schools being below the national average.
- There have not been any exclusions in recent years.
- Both schools are all on one level and there is adequate disabled access to most parts of each school building. There are disabled toilet facilities at both sites. Gunnerside School has disabled parking. Reeth School has only roadside parking and has a sloped access.
- Newsletters are available both as a hard copy and electronically and the school is willing to produce in different languages and formats if required.
- Participation in out of school activities is made available to all.
- The schools provide Quality First Teaching to all pupils and staff review pupil needs regularly through staff meetings.

- The schools' retention of staff is good.

The training taken to position the schools well for the quality and diversity agenda:

- All staff participate in regular professional development. This has included training and sharing of professional knowledge in areas such as Dyslexia, Autism, and Restrictive Physical Intervention.
- The 2014 SEND Code of Practice has been shared with all staff and the SEN governor.
- The SENCO regularly updates her knowledge through attendance at termly network meetings.
- Members of staff are trained in the medical needs of pupils where appropriate.
- Members of staff are trained in manual handling.
- Some members of staff and governors have undertaken training on safer recruitment practices.
- Staff meet at least termly to review the progress of identified vulnerable pupils.

School provision

Examples of the reasonable adjustments the schools make as a matter of course:

- The Behaviour Policy takes into account the needs of the individual child.
- Pupil voice is valued and encouraged.
- Adjustments in place for individual pupils are detailed on their Individual Provision Map.
- The schools promote regular communication with parents through home-school log books and invite parents to make contact either in person, or by phone to discuss any concerns.
- Review meetings for pupils with SEND are held termly.
- Staff training has led to Dyslexia friendly displays and practices in all classrooms.
- Inclusion passports are used at the point of transition.
- External advice and guidance is sought to support individual needs.
- Equipment suggested by external agencies is available to support individual pupils.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the schools' equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

The following are tracked and reported to Governors:

- pupils' attainment - analysis of end of key stage results for all pupils for particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*)

- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the schools' engagement with parents/carers of particular groups of pupils (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- impact of the use of specific individual budgets e.g. *Pupil Premium report SEN information report*

Roles and Responsibilities in implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the schools' actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that relevant staff are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually;
- publish information at least annually;
- publish equality objectives every four years .

The SENCO will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities:

- The SENCO is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The headteacher is responsible for ensuring the specific needs of staff members are addressed;

- The Headteacher is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Headteacher is responsible for monitoring the response to reported incidents of a discriminatory nature;
- The nominated SEND governor responsible for publishing the SEN information report.

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements;
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies;
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the schools promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the schools' Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external

agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At these schools the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- School Council
- Pupil reflections carried out as part of the behaviour policy
- Individual interviews with pupils requiring reasonable adjustments
- Worry boxes in classrooms
- Growing up in North Yorkshire Pupil Survey
- Pupil questionnaires

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

- Exit interviews with staff
- Individual discussions with staff as part of performance management
- Regular staff meetings with specific agenda items

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

- Feedback through the Governing Body meetings
- Feedback through Friends of School meetings
- Twice yearly parent meetings
- Parent questionnaires
- Welcoming parents and the community into school so that they are critical drivers in policy development
- Feedback via ParentView

The schools' action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the schools will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this

approach and adapt it to take into account the extent of the duty.(5.27 DfE Equalities Guidance May 2014).

The Scheme is supported by an action plan, the progress of which will be monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the schools arising from this scheme and the impact assessment through the Inclusion Equality Mark has:

- clear allocation of responsibility
- clear allocation of resources, human and financial
- clear timescales
- expected outcomes and performance criteria
- specified dates for review

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form
- the level achieved in the Inclusion Quality Mark
- feedback from pupils and parents

Reporting

This Scheme will be reported on annually. It will be referenced in school newsletters, and on the schools' website.

Publication

This Equality Scheme will be published on the schools' website and a printed copy will be available free of charge to anyone requesting it. A copy will be displayed on the schools' website. Information is published demonstrating how the schools are complying with the Public Sector Equality Duty and the schools' equality objectives. The schools update the published information at least annually and publish the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014).

Contact us

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Equality Action Plan – Reeth and Gunnerside Federated Primary Schools

KEY ISSUE
Improving access to the curriculum: (short term)

Success criteria

- Raised confidence of staff in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access needs.
- Alternative methods of accessing the curriculum are demonstrated

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of staff in differentiating the curriculum - <ul style="list-style-type: none"> • Arrange staff training in areas linked to identified need – dyslexia, autism, physical disabilities, and Makaton sign language. • Obtain external agency advice in relation to specific needs identified on EHCPs 	SENCo, Headteacher, SBM SENCo, Headteacher	Sep 2016 Sep 2016	By July 2017 By July 2017	Bespoke in-school training costs or external provider costs	Designated Governor	
Ensure TAs have access to specific training on disability issues - <ul style="list-style-type: none"> • Include TAs in staff training opportunities • Provide opportunities for TAs to meet with, and work alongside visiting external agency staff. 	SENCo, HT SENCo, HT	Sep 2016 Sep 2016	By July 2017 By July 2017		Designated Governor and HT	

<p>Ensure all staff are aware of disabled children's curriculum access -</p> <ul style="list-style-type: none"> • Use IPMs to record individual access plans for disabled children. • Ensure all SEND information, including those from external agencies, is shared with appropriate staff. 	<p>Class Teachers</p> <p>SENCo</p>	<p>Sep 2016</p> <p>Sep 2016</p>	<p>By July 2017</p> <p>By July 2017</p>		<p>SENCo, HT</p> <p>HT</p>	
<p>Ensure use of IT to help pupils with specific tasks -</p> <ul style="list-style-type: none"> • Staff are aware of beneficial IT resources/applications • Suitable IT equipment is regularly available and accessible for pupils 	<p>IT coordinator</p> <p>SENCo, IT coord, HT</p>	<p>Sep 2016</p>	<p>Ongoing</p>	<p>Cost of equipment / applications</p>	<p>HT, SENCo and Designated Governor</p>	

KEY ISSUE

Improving access the curriculum (medium term)

Success criteria:

- All children in school able to access all school trips and take part in range of activities.
- All children able to access PE and disabled children more able to excel in sports.
- Gradual introduction of disability issues into all curriculum areas.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure all school trips are accessible to all - <ul style="list-style-type: none"> • Share and make use of NYCC guidance and checklists. • Work in partnership with parents to identify reasonable adjustments. 	Headteacher and Class Teachers	January 2017	By July 2018		Designated Governor, HT	
Review PE Curriculum to make PE accessible to all - <ul style="list-style-type: none"> • Gather information on accessible PE and Disability Sports. • Review PE curriculum to include disability sports. 	PE Coordinator Headteacher	From Jan 17 From Jul 17	By July 18 By July 18	Equipment costs	Designated Governor and HT	

<p>Review all curriculum areas to include disability issues -</p> <ul style="list-style-type: none"> • Include specific reference to disability equality in all curriculum reviews. • Review Personal, Social, Health and Citizenship Education (PSHCE) curriculum to ensure disability equality issues are addressed. • Include disability equality and curriculum access in planning sheets. • Introduce and embed the use of Makaton as regular practice in younger age classrooms. 	<p>Headteacher / Subject leaders</p>	<p>From Jan 17</p>	<p>By July 2018</p>		<p>Designated Governor, HT</p>	
	<p>PSHCE Coordinator</p>	<p>From Jan 17</p>	<p>By July 2018</p>		<p>HT</p>	
	<p>Class teachers</p>	<p>From Jan 17</p>	<p>By July 2018</p>		<p>HT</p>	
	<p>Class teachers and TAs</p>	<p>From Sep17</p>	<p>By July 2018</p>		<p>HT</p>	

KEY ISSUE

Improving access to curriculum (long term)

Success criteria:

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

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress

KEY ISSUE

Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Success criteria:

- Disabled children able to access all parts of the school buildings.
- All staff work from a disability equality perspective.
- Disabled children able to take full advantage of education, facilities and services offered.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure recommended equipment and resources are available to identified pupils - <ul style="list-style-type: none"> • Seek external/specialist advice as required • Purchase specialist equipment in line with identified need 	SENCo Headteacher	Sep 2016 Sep 2016	Ongoing	Professional fees Equipment costs	Headteacher and Designated Governor	
Identify adaptations and prioritise the gradual implementation of these - <ul style="list-style-type: none"> • Refer to the schools' accessibility plans 	Headteacher	Sep 2015	Ongoing	Installation / adaptation costs	Governors	

KEY ISSUE

Improving the availability of accessible information to disabled pupils.

Success criteria:

- Disabled children able to access all information provided to pupils.
- All staff work from a disability equality perspective.
- Disabled children have full knowledge of all activities, facilities and services offered.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Provide information in different formats to meet individual needs - <ul style="list-style-type: none"> • Ensure staff know how to access NYCC resources • Access training as required 	SENCo, Headteacher	Sep 2016	Ongoing	Transcript costs	Headteacher and Designated Governor	
Provide IT resources as relevant to individual needs	Headteacher	Sep 2016	Ongoing	IT equipment costs	Governors	

