



**St. Jérôme  
Church of England  
Bilingual Primary School**



**Equality Scheme  
and  
Accessibility Plan**

**September 2020- September 2023**

# Equality Plan

## INTRODUCTION, BACKGROUND and LEGISLATION

The words 'equality' and 'diversity' are widely used but not always widely understood. It is important to us to explain what we mean when we use these words throughout the scheme. 'Equality' means ensuring everyone can participate in all our activities on an equal footing. 'Diversity' acknowledges there are differences between people which should be recognised, respected and celebrated.

The Scheme was developed to articulate St. Jérôme Church of England Bilingual Primary School's strategy and vision and to respond to legislation.

## THE EQUALITY ACT 2010 (Staff and Pupils)

Underpinning the Scheme is The Equality Act 2010 which came into force on 1 October 2010 and the public-sector Equality Duty from 5 April 2011. The Equality Act consolidates and brings together previous anti-discrimination law into one piece of legislation. The Equality Act establishes 'protected characteristics', on the grounds of which it is unlawful to discriminate against a person. These are described below.

## CONTENTS

1. Mission statement
2. Mainstreaming equality into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
  - a. Race
  - b. Disability
  - c. Gender
  - d. Sexual orientation
  - e. Community cohesion
5. Consultation
6. Roles and Responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Action Plans

This scheme should be read in conjunction with St. Jérôme Church of England Bilingual Primary School documents which are available upon request from the school office:

School Development Plan

SEND and Inclusion Policy

Anti-Bullying policy and Anti Bullying Charter

Behaviour Policy

Complaints Policy

Whistleblowing Policy

## **1. Mission Statement**

At St. Jérôme Church of England Bilingual Primary School, 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, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, disability and socio-economic background. 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. Jérôme Church of England Bilingual Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific action plans (Equality and Accessibility) set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

### **A. 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, disability and socio-economic background 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, sexuality and disability, without stereotyping;
- Promote attitudes and values that will challenge racist, homophobic 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 / carers 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.

### **B. Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, sexuality, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. 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 based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer, we strive 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 re-assignment 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.

## **4. Equality and the Law**

There are many statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this scheme outlines the actions St. Jérôme Church of England Bilingual Primary School will take to meet the general duties detailed below.

### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we continue to:

- Review the Equality Plan which includes race equality;
- Assess the impact of our policies and action plans, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from minority ethnic groups;

### **4b. Disability**

This section should be read in conjunction with the school's Inclusion Policy and the Accessibility Plan that follows this scheme.

### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancer sufferers are deemed disabled before they experience the long-term and substantial adverse effect on their activities).
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish as part of this scheme our disability equality goals and actions to meet them;
- Prepare and publish as part of this scheme an Accessibility Plan to increase access to education for disabled pupils in the three areas of:
  - Increasing the extent to which disabled pupils can participate in the school **curriculum**;
  - Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - Improving the delivery to disabled pupils of **information** which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty of care, we actively continue to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish as part of this scheme an Equality Plan which covers our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in goods, facilities and services on grounds of sexual orientation.

#### **4e. Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

#### **5. Consultation and involvement**

It is a requirement that the development of this scheme and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Discussion at SLT meetings.
- Staff meetings / INSET;
- Feedback from the school council, whole school surveys on children's attitudes to self and school and PSHE lessons;
- Discussions at annual reviews;
- Feedback at Governing body meetings;
- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Issues raised in annual reviews or reviews of progress on Education Health Care Plans/SEN Support Plans, Provision Maps, mentoring and support.
- Feedback at governing body meetings.

#### **6. Roles and Responsibilities**

##### **The role of governors**

The governing body has set out its commitment to equal opportunities in this scheme and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, regardless of socio-economic background, race, gender, sexuality or disability.

The governing body ensures that no child is discriminated against whilst in our school because of their race, gender, sexulaity or disability.

### **The role of the Executive Headteacher (EHT) and SENDCO**

- It is the EHT and SENDCO's role to maintain continuity of the school's Equality Scheme and Action Plans and they are supported by the governing body in doing so.
- It is the EHT and SENDCO's role to ensure that all staff are aware of the Equality Scheme and Action Plans, and that teachers apply these guidelines fairly in all situations.
- The EHT ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- The EHT and SENDCO promote the principle of equal opportunity when developing the curriculum alongside other leaders, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The EHT treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Scheme and Action Plans. This will be facilitated at appointed staff meetings, staff induction and annual distribution of this and other policies.
- All staff will strive to provide material that gives positive images based on race, gender, sexuality and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment, because of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

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, phase leader and deputy and headteacher where necessary. Incidents are reported to the headteacher where appropriate and racist incidents are reported to the governing body and Local Authority on a termly basis.

## **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 looks or 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:

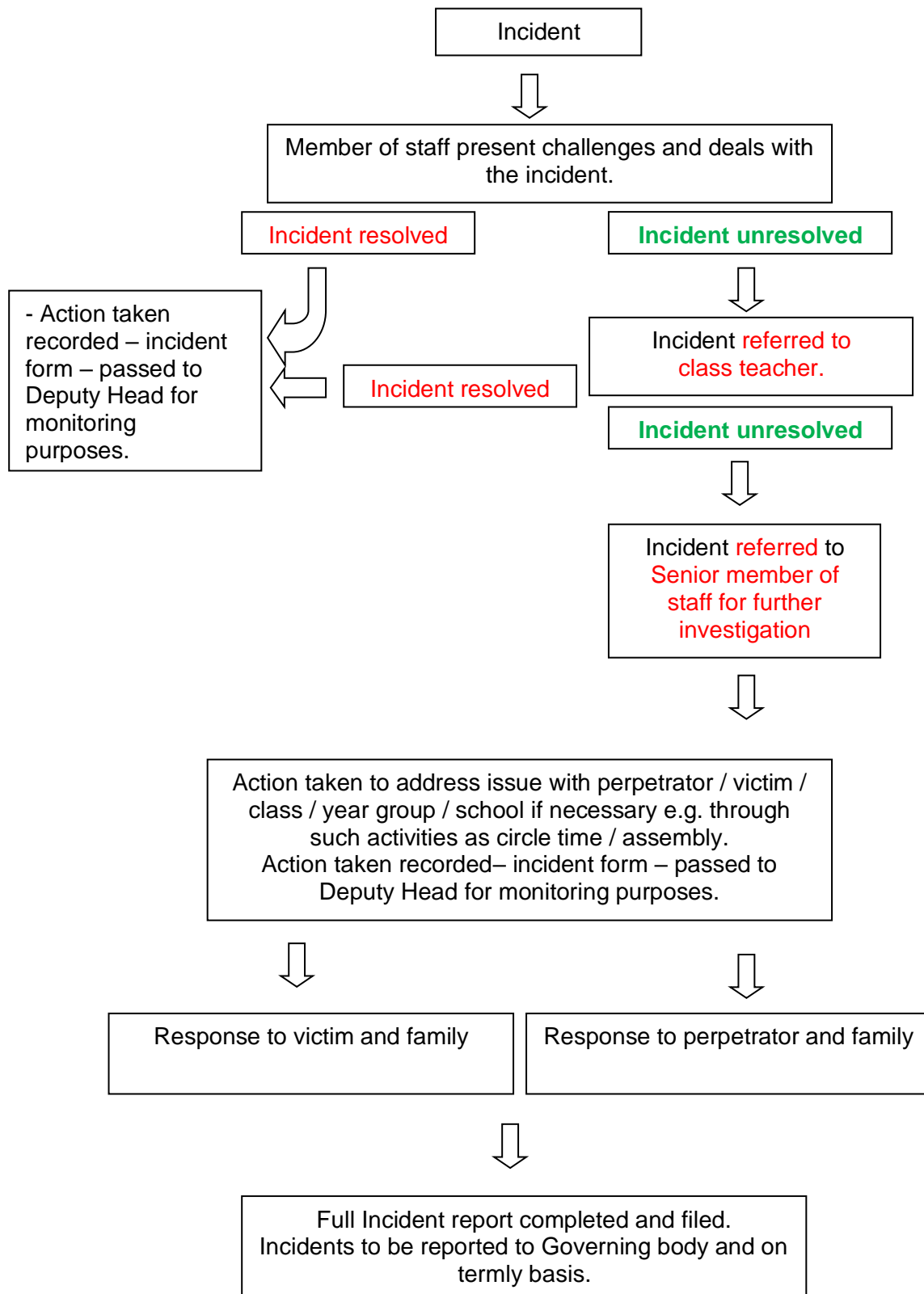
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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, including via social media;
- Discriminatory comments during discussion including via social media;
- 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.

## **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:





An incident is deemed resolved if no further complaint or issue is raised. As per the school's complaints policy it is normal to contact any person who makes a complaint/ reports an incident shortly after resolution to ensure that it has been fully resolved to satisfaction.

British Values and Extremism: The Department for Education has recently reinforced the need, “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” Any cases of suspected or possible extremism should be reported to the Executive Head or Head of School for investigation. Please see both school’s Prevent Radicalisation and Extremism Policy, Safeguarding policy and Child Protection policies for further information.

## 8. Review of progress and impact

The Equality Plan has been agreed by our Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we review progress against our Equality and Accessibility Plans annually and review the entire scheme and accompanying action plans 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, disability socio-economic background to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 9. Publishing the plan

To meet the statutory requirements to publish our Equality Scheme, Equality and Accessibility Plan, we will:

Publish our plan on the school website: [www.stjeromebilingual.org](http://www.stjeromebilingual.org)

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;

Make copies available in alternative formats where requested.

Make sure hard copies are available from the school office.

## 10. Action Plans

(see following pages)

**This legislation referred to within this policy remains current and has not been succeeded at the time of policy review. (September 2020)**

**Signed:**

\_\_\_\_\_

\_\_\_\_\_

TBC

Reverend Daniel Norris  
(Chair of Governors)

(Executive Headteacher)

**Date:**

September 2020

**Review Date:**

September 2023 / Triennial requirement

Suggested text for annual publication with the school Newsletter, following admission of new pupils each September and for inclusion with the Admissions Pack for all new families:

## **Single Equality Plan and Accessibility Plan**

The Staff and Governors of St. Jérôme Church of England Bilingual Primary School are committed to effectively fulfilling the school's strategy described within the Single Equality Plan and Accessibility Plan.

The words 'equality' and 'diversity' are widely used but not always widely understood. It is important to us to explain what we mean when we use these words throughout the scheme. 'Equality' means ensuring everyone can participate in all our activities on an equal footing. 'Diversity' acknowledges there are differences between people which should be recognised, respected and celebrated.

The Scheme was developed to articulate St. Jérôme Church of England Bilingual Primary School's strategy and vision and to wholly comply with current legislation.

### **THE EQUALITY ACT 2010 (Staff and Pupils)**

Underpinning the Scheme is The Equality Act 2010 which came into force on 1 October 2010 and the public-sector Equality Duty from 5 April 2011. The Equality Act consolidates and brings together previous anti-discrimination law into one piece of legislation. The Equality Act establishes 'protected characteristics', on the grounds of which it is unlawful to discriminate against a person.

The plans are available to view on the school website [www.stieromebilingual.org](http://www.stieromebilingual.org) under the OUR SCHOOL / OUR POLICIES section.

## Appendix A

Examples of further actions we include in our practice, organization and action plan to meet the general duties

### ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring 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 by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs consider pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc. The school will provide:
- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).
- Additional support and reasonable adjustments made to promote gender and sexuality equality (e.g. gender neutral toilets, freedom of choice reflected in the uniform policy)

### PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender, sexuality and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce; Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;

- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

## ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender, sexuality, religion or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender, sexuality and disability bullying and harassment whenever it reviews its policy on behaviour.

## MONITORING IMPACT

The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender, sexuality and disability, and use this to inform strategies to raise achievement; The governing body will endeavour to report annually through the website to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Reverend Daniel Norris ~ Executive Headteacher September 2020

## EQUALITY PLAN

The duty to report racist and homophobic incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan. This Action Plan should be cross referenced with the Raising Achievement Plan and other policies and documents as set out at the beginning of the Single Equality Scheme.

<b>Equality Strands</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Early success indicators</b>
All	Publish and promote the Single Equality Scheme and plans through the school website, newsletter and staff meetings.	Question about parent awareness of the Single Equality Scheme in the annual survey.	Head of School	Autumn 2020	All staff familiar with the principles of the Single Equality Scheme and Plans and use them when planning lessons, creating class room displays and dealings with individuals.  Parents are aware of the Single Equality Scheme and Plans
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender, disability and socio-economic background – additional support in place where necessary to accelerate progress and raise attainment.	Head of School and Phase Leaders	PPMs (Pupil Progress Meetings) Termly.	Analysis of teacher assessments / annual data - demonstrates the gap is narrowing for equality groups.
All	Ensure that through the curriculum and collective worship issues of equality and diversity are discussed. These will reflect the diversity of our school community in terms of race, gender, sexuality and disability.	Curriculum planning, SRE policy and planning for Collective Worship show that equality and diversity are being discussed.	Head of School and Senior Leadership Team	ongoing	Increased awareness of issues related to disability, equality and diversity.
All	Ensure that displays in classrooms/corridors promote diversity in terms of race, gender, sexuality and disability. (include different languages spoken in the school and a broad diversity of British and Francophone culture)	Increase in pupil participation, confidence and positive identity.	Class teachers	ongoing	More diversity reflected in school displays across all year groups
All	Ensure 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, class assemblies, fund raising etc.	School council representation monitored/ participation in assembly and class additional activities monitored by race, gender, sexuality and disability.	Head of School	ongoing	Diversity in school council membership / participation in additional school activities.

Equality Strands	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Single Equality Scheme. Report the figures to the Governing body termly.	The Head of School/ Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head of School / Governing body	Report: Dec April July each year	Teaching staff are aware of procedure and respond to racist incidents
Sexual Equality Duty	Identify, respond and report homophobic incidents as outlined in the Single Equality Scheme. Report the figures to the Governing body termly.	The Head of School/ Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head of School / Governing body	Report: Dec April July each year	Teaching staff are aware of procedure and respond to homophobic incidents
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. pupils study Judaism as an alternative faith in R.E. Increase opportunities for pupils to visit places of worship of other faiths.	Discussions with children in class / assemblies. Planning and children's work monitored to ensure they reflect cultural events and a range of faiths and places of worship.	RE co-ordinator / class teachers.	Ongoing	Increased awareness of a different faith community. All year groups have visited a place of worship.

Signed: \_\_\_\_\_

Date: **September 2020**

Review Date: **September 2023**





## ACCESSIBILITY PLAN

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Increasing the extent to which disabled pupils can participate in the school curriculum.	Increase access to assisted technology / technology packages to support learning. Explore the use of the ipad as a tool for inclusion.	New technology is supporting the needs of learners,	Head of School, SENDCO and Computing Lead	Ongoing	Improved access to the curriculum for targeted individuals / groups.
	Continued programme of staff training e.g. language and communication, autism and other learning needs. Key staff to disseminate training in school.	Audit of staff training / needs. Programme of training identified. Training cycle implemented – evidence in observations / Learning Walks of implementation of training.	Head of School, SENDCO all staff.		Increase in staff knowledge/understanding about various disabilities. Staff are increasingly able to meet the needs of children through implementation of strategies to support curriculum participation and monitoring of pupil progress.
	Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs, use a variety of learning styles and are differentiated appropriately	Learning walks / classroom observations – focus on learning styles / strategies and differentiation.	Head of School Phase Leaders / all staff.		
	Alternative arrangements made to facilitate trips and extra-curricular activities e.g. transport and staffing to ensure that all pupils can participate in these activities.	Participation in trips and extra-curricular activities for all children.	Head of School Phase Leaders / all staff.		School visits are accessible to all pupils regardless of attainment or impairment.

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	<ul style="list-style-type: none"> <li>Target / Increase the use of visual materials and signage in classrooms and around school.</li> </ul>	Learning walks and observations with a focus on the classroom environment.	Class teachers	By July 2021	Pupils are able to successfully navigate the school environment and are responding to the increase in visual support.
	<ul style="list-style-type: none"> <li>Increase access to quiet spaces with low visual and auditory stimuli for learners with sensory needs.</li> </ul>	Learning walks and observations with a focus on the learning environment and quiet spaces.	SENDCO and class teachers	By July 2021	Pupils are able to easily access a learning environment that meets their sensory needs.
	<ul style="list-style-type: none"> <li>Mark steps on the stairwells and steps on site with high visibility tape or paint to support visually impaired members of the school community.</li> </ul>	Visually impaired members of the school community can safely navigate the stairs.	Site manager	September 2020	Steps and stairwells are clearly marked.

**Signed:**

**Date:** July 2020

**Review Date:** July 2023

## Self-Evaluation Questions for school staff and governors

---

- Is pupil achievement analysed by race, disability, gender and socio-economic background? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is information collected on race, disability, gender and socio-economic background with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?