

RESPECT COURAGE INTEGRITY COMPASSION HOPE



SINGLE EQUALITY PLAN

Our Equality Objectives

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Legal Requirements

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- **Eliminate unlawful discrimination**
- **Advance equality of opportunity**
- **Foster good relations between people from different equality groups**

This is called the public sector Equality Duty and its purpose is to promote equality for all.

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools— such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

Introduction

Deciding on and meeting our Equality Objectives will require ownership by Governors, senior leaders, all staff, the school community and learners.

This document is to help us focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our services are accessible and delivered effectively.

We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors' role, school improvement processes and our self evaluation processes.

Vision Statement

Checkendon Primary School is a dynamic Church of England school in which our Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do. We give every pupil the opportunity to develop their particular capabilities in our stimulating and caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement. We work in partnership with parents and the wider community to help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.

Our Vision and Aims for Equality and Diversity

At Checkendon C.E. 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 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 and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Checkendon C.E. Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school are from diverse groups. We believe that this provides good role models for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people: from all ethnic backgrounds and of all religions or beliefs; of all ages; of all genders and sexual orientations and of all abilities.

Our school context:

Our school context

Checkendon School has all the strengths of a traditional village school. It is situated at the heart of the beautiful village of Checkendon, within the Chiltern Hills of South Oxfordshire. Pupils at our school come from a number of local villages, and from a wide variety of backgrounds, but the family atmosphere of the school ensures that all the children get to know each other well, and develop strong associations across classes as well as within their own year groups.

Our governing body includes teachers, parents and the vicar of Checkendon, as well as members of the local church and the wider community.

Roles and responsibilities, commitment and accountability

We will mainstream equality issues by:

- Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objectives

Race

We recognise that Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations;

Race equality at Checkendon Primary School:

- We gather information about ethnicity in the Child Profile booklets completed by parents when children join the school.
- Our target is for pupils of all ethnicities to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We celebrate the diversity of the racial heritage of all pupils and staff at the school.

We will publish our progress annually as part of our review of the School's Equality Objectives.

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Disability

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

Disability Equality at Checkendon Primary School

- We gather information about disability in the Child Profile booklets completed by parents when children join the school.
- Our Accessibility Plan (which focuses on ways to improve the physical layout of the building and disabled access to the curriculum) is reviewed annually.
- Our target is for pupils with disabilities to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We involve parents with disabilities and parents of children with disabilities in the development of the objectives.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Gender

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

Gender Equality at Checkendon Primary School

- We aim to challenge gender stereotyping in all aspects of school activities.
- We gather information about gender in the Child Profile booklets completed by parents when children join the school.
- Our target is for pupils of both genders to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We have involved parents of both genders and parents of boys and girls in the development of the objectives

We will publish our progress annually as part of our review of the School's Equality Objectives.

Religion and Belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life

Celebrating Diversity at Checkendon Primary School

- We gather information about religion, belief and non-belief in the Child Profile booklets completed by parents when children join the school.
- Our target is for pupils of any or no religion to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We celebrate the diversity of belief of staff and pupils at the school and look for opportunities to explore different faiths.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum

Sexual Orientation Equality at Checkendon Primary School

- We aim to challenge gender stereotyping in all aspects of school activities.
- We do not currently gather information about sexuality in the Child Profile booklets completed by parents when children join the school.
- We monitor instances of homophobic bullying and abuse as part of our Behaviour Policy

We will publish our progress annually as part of our review of the School's Equality Objecti

Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

Age Equality at Checkendon Primary School

- We aim to challenge age stereotyping in all aspects of school activities.

NB Age is not a protected characteristic in relation to children in schools

Anti-bullying

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required

Anti-bullying Strategies at Checkendon Primary School

- We have a Good Behaviour Policy and Anti-bullying Policy in place, both of which are reviewed regularly by staff and governors
- We are committed to recording all incidents in line with good practice identified in the Anti-Bullying Strategy and reporting to the local authority
- We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues

Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

Equal opportunities in employment at Checkendon Primary School

- Our staffing and recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the Oxfordshire County Council's Comprehensive Equality Policy.
<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/aboutyourcouncil/planperformancepolicy/equality/policy2012-17/equalitypolicy20122017.pdf>
- We have a Grievance Procedure, a Disciplinary Policy, a 'Whistleblowing Procedure and a Staff Appraisal Policy in place and reviewed and updated regularly

Due Regard

Under the legislation we are required to pay **due regard** to equalities when planning and implementing policies, functions or procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

Monitoring Equality at Checkendon Primary School:

- Checkendon School's Development plan has been developed to comply with the latest Equality legislation
- We have an Admissions Policy in place which is reviewed and updated regularly by the Head Teacher and governors
- We have an SEN Policy in place which is reviewed and updates regularly by the SENCo and SEN governor; IEP meetings are held termly with parents of children on the SEN register
- We share curriculum planning and discuss it at staff meetings; the Headteacher monitors the planning of core subjects termly
- Anti-bullying Policy, Good Behaviour Policy, Grievance Procedure, 'Whistleblowing' / Raising Concerns at Work Procedure and Staff Appraisal Policy are reviewed and updated regularly
- Domestic Violence and pastoral support: the school has an 'open door' policy and is proactive in offering support to staff, parents and children
- Participation in every school trip is monitored and teachers are proactive in ensuring every child takes part in all school activities

Consultation

In the preparation of our objectives, we:

- consulted governors from a range of backgrounds and with experience of disabilities
- offered parents, governors and staff the opportunity to contribute to the objectives

In preparation for the next review, we will:

- ask for expert advice to overcome barriers to participation in the consultation process
- consider options for timing/ dates to maximise participation in the consultation process
- use equalities monitoring information regarding race, gender and disability to inform the development of objectives

The extent of our consultation will be appropriate to the size, remit and resources that are available. The focus of the consultation will be on equality and the consultation process will give adequate attention to the needs of equality groups. Questions will be asked in such a way as to bring out any potential differences

in views between different equality target groups. We will take into account the preferred means of communication for those whom we are consulting. We will ensure we involve a range of people with disabilities and hears a range of views.

Equality Objectives Summary

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. You may want to keep this as a simply written document for a page on your website. Parents and others can then click through to the detail if required

Our choice of objectives 2016- 2017:

1. modify the way data is collected for sporting opportunities to improve the monitoring of the protected characteristics
2. collect data for participation in after school clubs to improve the monitoring of the protected characteristics
3. monitor girls' attainment and enjoyment in science to ensue gender equality

Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

In our school, the governing body will:

- ensure that our school meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions (Teaching and Learning Committee)
- monitor the delivery of the Schools Equality Objectives (Achievement Committee)
- ensure that all members of staff understand the importance of the Objectives and their role in delivering them through training and staff development (Head Teacher)

Contracting and Procurement

In our school:

- The office staff and Resources Committee will include equality requirements within the contracts for services procured by the school.
- The office staff and Resources Committee will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

Actions

Equality Objectives Action Plan

Outline of objective	How the objective will be implemented; lead responsibility, implications for budget allocation, indicators of progress, expected outcomes	How equality monitoring information will be used to assess progress and develop later objectives
Modify the way data is collected for sporting opportunities to improve the monitoring of the protected characteristics	Lead: Chair of T&L / Headteacher Outcomes: useful data gathered to promote equality	Review of outcomes T1 –T4 informs new objectives set T6
Collect data for participation in after school clubs to improve the monitoring of the protected characteristics	Lead: Chair of T&L / PE Co-ordinator Outcomes: useful data gathered to promote equality	Review of outcomes T1 –T4 informs new objectives set T6
Monitor girls' attainment and enjoyment in science and develop an action plan to ensure gender equality	Lead: Headteacher / all staff Outcomes: evidence of gender equality in terms of attainment and enjoyment in science	Review of outcomes T1 informs action plan T2, implemented T3 – 5, reviewed T6

**Next Review Term 2 2016 at Teaching and Learning Committee Meeting
Annual Review June 2017 by Teaching and Learning Committee at FGB**

Reporting and reviewing the objectives

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

Reporting and reviewing the objectives at Checkendon Primary School

- We will review progress against our equality objectives at Achievement Committee meetings (at least 3 times a year) and we will report on our objectives annually.
- The chair of the Achievement Committee will be responsible for monitoring the Schools' Equality Objectives
- We will present our annual report to staff, parents and governors taking into account that different

formats may be required.

The review of the Objectives will inform how the school sets new priorities and new action plans for the next Objectives.

Publication

The School's Equality Objectives are published and are available to all on our website

Publishing our Equality Objectives

Our Equality Objectives will be:

- published on our website
- included in the school newsletter
- discussed at staff meetings
- discussed at governor meetings
- available as hard copy from the school office

It will be available on request in other formats and languages to facilitate wide engagement

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

School Accessibility Plan (2016)

CHECKENDON C of E (VA) Primary School

Introduction

This plan is guided by our vision, aims and policy on Single Equality Plan and is drawn up in accordance with our duties under the Equality Act 2010 (EA). We are committed to creating an environment which secures the inclusion of all children, staff, parents or carers and visitors.

Definition of Disability

As defined by the Equality Act 2010 (EA) and we understand disability to be: *A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.*

Key Objective

The key objective of this Plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the EA:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Code of Practice of the Equality And Human Rights Commission ;
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more 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.

<i>Curriculum Access</i>	
<i>Statement - June 2016</i>	<i>Evidence - June 2016</i>
Teachers and TAs to have necessary training and support to teach and support pupils with a range of disabilities including emotional, social and behavioural difficulties.	INSET, staff meetings and TA meetings minutes and whole school training records
Teachers and TAs to have necessary training and support to teach and support pupils with specific disabilities as appropriate.	SEN pupil profile records and case studies
Classrooms are organised for disabled pupils.	Owlclassroom works well for pupil with a physical disability, although it can become congested because of the additional equipment in place. Doorways and corridors are wide enough for easy access and changes of level onsite do not present a problem
Lessons provide opportunities and access to the curriculum for all e.g. differentiated work, support from teachers and TAs	Planning includes section for <i>additional needs: support</i> , lesson observation records, SEN pupil profiles
All pupils encouraged to take part in music drama and physical activities including differentiation.	Lesson observations, planning, SEN pupil profiles
Staff recognise and allow for the effort expended by some disabled pupils eg slow writing speed for some physically disabled or dyslexic pupils	Staff aware of needs, applications for extra time for SATS considered in sufficient time
Where activities cannot be altered to accommodate the needs of some disabled pupils those pupils are given alternative valuable experiences eg alternative exercises in PE	Consideration given to specialist equipment, archery introduced as part of sports day
ICT equipped with additional software	Modified mouse
School visits accessible to all	Educational visits policy, risk assessments include info re disabled pupils as appropriate
High expectations for all	Lesson observations, tracking, target setting
<i>Objectives - June 2015</i>	<i>Review - June 2016</i>
Purchase specialist ICT equipment for child with physical disability Y1 Sept 2015	Modified mouse on loan
Purchase wobble board	Equipment has been purchased to help children access the curriculum i.e. specialist pens, pencils, writing slopes and wedges
<i>Objectives for 2016-17</i>	<i>Review – September 2017</i>
Focus on handwriting especially children with motor difficulties	Through pre-teaching
Help with children in reading, memory and dyscalculia to access curriculum	Memory and dyscalculia intervention and reading for meaning
Resources needed for dyslexia and literacy difficulties	Staff training at Reading University and interventions put in place

<i>Physical Facilities</i>	
<i>Statement - June 2016</i>	<i>Evidence - June 2016</i>
The size and layout of areas allows access for all pupils including: Academic areas :classrooms, hall, library, 1:1 support areas Sporting areas: hall, outdoor facilities Social areas: hall Play areas: playgrounds, outside play areas, play equipment	Double doors to accommodate wheelchair
Pupils who use wheelchairs can move around the school Toilet facilities have adequate room Shower available	Fully equipped disabled toilet
Pathways for travel and parking arrangements are safe, logical and well signed.	Wheel chair accessible ramps into school entrances, but path into school from disabled parking space by church wheelchair user friendly
Emergency and evacuation systems inform all pupils. Alarms have visual and auditory component	Disabled children escorted by named adult, evacuation plans and risk assessments in place.
<i>Objectives - June 2015</i>	<i>Review – June 2016</i>
1. Key Stage 1 classroom furniture to be re-arranged to accommodate wheelchair and walking frame	This was completed before the start of term September 2016
2. Investigate replacing the stepping stones from the car park to the school gate with continuous paving	On-going discussions with Parish Council HT to attend meeting to discuss
3. Investigate visual component to alarm	Discussed with class teacher who said that it is not required
<i>Objectives for 2016-17</i>	<i>Review – September 2017</i>
Equipment needed for ASD and sensory processing to self -regulate	Wobble seats, bungee straps, chew toys and ear defenders
Check to see if toilet frame needs replacing in disabled toilet	Frame replaced with new one
Investigate easy link for hearing impaired child	Easy link acquired in summer 2017

<i>Communication</i>	
<i>Statement - June 2016</i>	<i>Evidence – June 2016</i>
The school liaises with the LA support services to provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	Effective outreach support is in place for pupil with hearing impairment
The school ensures that both in lessons and at meetings for parents information can be presented in a “user friendly” way for people with disabilities e.g. reading aloud overhead projections and describing diagrams.	IWB used to demonstrate and enlarge as appropriate Staff read aloud for parents who cannot read New annual report format is easier to read as there is less text
The school has and uses facilities to produce written formats or if this is not available the school knows where and how to access this facility – e.g. the visually impaired service for assistance with Braille	
The staff are familiar with the technology available in school to assist people with disabilities	Effective technological aids in place for pupil with hearing impairment
<i>Objectives – June 2015</i>	<i>Review - June 2016</i>
<i>1. Links on the website to useful resources for parents with children with SEN/ disabilities</i>	Links are on the SEN Information Report on the website
<i>2. Gather parents’ views on communication regarding SEN/ disabilities</i>	Completed June 2016
<i>Objectives for 2016-17</i>	<i>Review – September 2017</i>
Look into training to help work more closely with families	Training done in CAF/TAF meetings
Staff training for understanding children with social/emotional needs	Attach training completed

<i>Awareness</i>	
<i>Statement - June 2016</i>	<i>Evidence - June 2016</i>
Awareness of diversity including disability enhanced diversity being identified as a priority in the school development plan	Celebrating diversity is part of the current SDP; there has been a focus on improving children's understanding of Christianity around the world and the diversity of the school community (<i>This Is Me</i> display)
Negative attitudes challenged through focus days	Awareness Day - visitor with Cerebral Palsy talked to the whole school and then conducted workshops with individual classes Opportunities sought for challenging stereotypes eg books about sporting heroes including disabled
<i>Objectives – June 2015</i>	<i>Review - June 2016</i>
1. Introduce disability figures into the curriculum for Foundation Stage	Figures purchased and introduced and played with in the small world area
2. Broaden children's awareness of issues linked to disability: involve School Council	Visitor in school in T5 to talk about disability with children
<i>Objectives for 2016-17</i>	
Awareness by staff and children of childrens mental health and additional support	Bought in emotional literacy support, ELSA, to help children access the curriculum and be aware of their needs