



## Equality Policy with Equality Objectives and Accessibility Plan

Last reviewed February 2019

**Next Review date: Spring Term 2020**

### Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy has been formulated using the Staffordshire LA 'Guidance on Writing an Equal Opportunities Policy' and meets the requirements of the Race Relations (Amendment) Act 2000.

### What sort of school are we?

St Michael's is a Group 3, 2 form entry school. It currently has 426 pupils on roll. A Nursery is also on site, run by Humpties at St Michael's.

The school's pupils and parents are highly articulate. Parents are highly qualified and have a wide knowledge base. Most of our pupils' parents are from professional backgrounds. Many of our children have had quality pre-school experience, either in local private day nurseries or locally run playgroups. However, children on entry are in line with national expectations.

Reception intake places are allocated annually by the LA in line with their Admissions Policy. Governors have opted to include the category which makes provision for children who live outside the catchment area but whose families are actively involved in local churches. (See Governing Body Minutes)

Our School Improvement Plan is centred around our core purpose, vision and values. Our strapline '**excited about learning**' underpins all that we strive to achieve.

The profile of our pupils includes:

- 8% on the SEN register including 6 with an Education, Health and Care Plan
- 54% boys
- 46% girls
- 10% speak English as an Additional Language.
- 13% from ethnic backgrounds other than White British with the larger groups being
  - 2% Bangladeshi
  - 2% White and Asian
  - 2% Any other Asian
  - 2% Pakistani
  - 1% Any other mixed background

- 1% Any other White background
- 1% White and Black Caribbean
- 0% Looked After Children
- 5% are identified as eligible for Pupil Premium
- 34% Summer born

Attendance for 2017 – 2018 was 96.5%, above national

- Persistent absenteeism was below national.

Staffing is very stable.

Parental engagement is very good and we have an extremely proactive PTA who regularly raise £15,000 each year for the school.

### **Aims of Equal Opportunities Policy**

Equality of opportunity at St Michael's School is about providing equality and excellence for all in order to promote the highest standards of achievement. Equality of opportunity applies to all members of the school community, pupils, staff, governors, parents and community members.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of this policy. In addition, the Governing Body values diversity and is committed to ensuring that no individuals are discriminated against on any grounds, including the protected characteristics included in the Equality Act 2010.

Our Core Purpose, Vision and Core Values underpin this policy

### **Our Core Purpose**

We are committed to providing an exciting learning experience rooted in Christian values, enabling all children to be the best they can be.

### **Our Vision**

- Do things the 'St Michael's Way'!
- Unique, valued individuals achieving together
- Effective 2-way communication
- St Michael's: an asset to the community
- Resource, create, innovate

### **Our Core Values**

Belonging	Friendship
Forgiveness	Respect
Perseverance	Courage

### **Equality Act 2010**

Before the Equality act came into force there were several pieces of legislation to cover discrimination, including:

- Sex discrimination Act 1975

- Race Relations Act 1975
- Disability Discrimination Act 1995

They were replaced by one single piece of legislation known as the Equality Act 2010.

### **Public Sector Equality Duty**

This duty has three elements:

Schools need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having 'due regard' to the need to advance equality of opportunity is defined as the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

Having due regards means consciously thinking about the three aims of the Equality Duty as part of the process of decision- making.

### **The School's Commitment to Equality**

At St Michael's School we are committed to meeting the specific duties of the Equality Act 2010 and aim to

- Ensure that all pupils and staff are encouraged and able to achieve to their full potential
- Respect and value differences between people
- Prepare pupils for life in a diverse society
- Acknowledge the existence of racism and take steps to prevent it
- Make the school a place where everyone, irrespective of their race, colour, ethnic or national origin, faith, gender, sexual orientation or disability feels welcomed and valued; a place where there is sensitivity but a commitment to the national safeguarding agenda
- Promote good relations between different groups within the school and within the wider community
- Ensure that an inclusive ethos is established and maintained
- Oppose all forms of prejudice and harassment
- Be proactive in tackling and eliminating unlawful discrimination

This policy contains specific statements which reflect the school's commitment to promote race equality under the Race Relations (Amendment) Act 2000.

### **Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by **9 Principles** which are as follows:

#### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whether their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

**Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds

- Girls and boys, women and men

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Gay people as well as straight

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Gay people as well as straight

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

**Principle 9: Objectives**

Each year we formulate and publish specific measurable objectives, based on the evidence we have collected and published, in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

**Leadership and Management**

All the school policies reflect a commitment to equal opportunities, including race equality.

The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.

The school promotes positive and proactive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.

The evaluation of policies is used to identify specific actions to address equality issues.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and traveler pupils) are appropriately targeted and monitored.

### **Staffing: Recruitment and Professional Development**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Steps are taken to encourage people from under represented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

### **Curriculum**

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 9 Principles set out above.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils who are looked after by the local authority
- Pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

### **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **Assessment, Pupil Achievement and Progress**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupils' progress.

### **School Ethos**

We ensure the 9 Principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

The school opposes all forms of racism, harassment, prejudice and discrimination.

The school publicly supports diversity and actively supports good personal and community relations. Diversity is recognized as having a positive role to play within the school.

Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

The school caters for the dietary and dress requirements of different religious groups.

The school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice

### **Behaviour, Discipline and Exclusions**

The school expects high standards of behaviour from all pupils.

There are strategies to reintegrate long term truants and excluded pupils which address the needs of all pupils.

Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken to reduce any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may effect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour Policy.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

### **Addressing Prejudice and Prejudice-Related Bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the opening paragraphs regarding the Legal Framework (paragraphs 1 – 3):

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Traveller, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related procedures and how they are dealt with.

### **Personal Development and Pastoral Care**

Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.

The school takes account of and meets the need of Traveller pupils.

Work experience providers are required to demonstrate their commitment to equal opportunities.

Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

### **Admissions and Attendance**

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence for religious observance which includes all staff as well as pupils.

Provision is made for pupils on extended leave so that they are able to continue with their learning.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

### **Partnership with Parents and the Community**

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.

Meetings for parents are made accessible to all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community and at times may target minority or marginalized groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **Roles and Responsibilities**

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day to day responsibility for co-ordinating implementation of this policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lesson that reflect the principles in paragraph 4 above
- Support pupils in their classes for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

The school has a designated member of staff who is responsible for co-ordinating work in equal opportunities which is delegated by the Headteacher to a number of members of staff.

### **Monitoring and Review**

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated annually by the designated member of staff with responsibility for Equal Opportunities

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we will draw up an action plan within the framework of the overall school improvement plan and processes of self evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

### **Information and Resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

**Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

**Staff Development and Training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**Breaches of the Policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

**Appendix 1  
Background and Acknowledgements**

1. This statement is adapted from one originally produced in Derbyshire.
2. In its overall framework the Derbyshire policy on equalities in education is based on the race equality policy that it developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
3. The list of 9 Principles is adapted from material in *Equality Impact Assessments: a workbook*, published by the then Department for Children, Schools and Families in December 2007, and revised in November 2010.
4. This model statement takes into account guidance issued by other local authorities. These include Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle and Sheffield.
5. The model contains the following features.
  - The term *ethnicity* is used in preference to *race* or *racial group*, on the grounds that it better reflects the intentions and concerns of race relations legislation.
  - There are references where appropriate to religious affiliation and identity.
  - There are references where appropriate to sexual identity and to challenging homophobia.
  - The duty to promote community cohesion is integrated into the policy, particularly but not only in the third of the seven principles.
  - Disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring equality schemes and policies was introduced.

**Appendix 2**  
**Whole School Objectives for Promoting Equality**  
**2017 – 2018**

<b>Action</b>	<b>Success Criteria</b>	<b>Lead Person</b>	<b>Timescale</b>	<b>Review</b>
1. Provide further professional development for staff supporting a visually impaired pupil	<ul style="list-style-type: none"> <li>→ Training is undertaken and key learning shared with all staff</li> <li>→ Adaptations which may be required to classroom environments and communal areas have been undertaken</li> <li>→ Any curriculum resources required have been created or purchased</li> </ul>	Identified Teaching Assistant drawing on advice from Visual Impairment Service	September 2017 – July 2018	½ termly lesson observations and learning walks demonstrate that learning opportunities are adapted to meet the needs of the pupils
2. Provide further professional development for staff supporting a hearing impaired pupil	<ul style="list-style-type: none"> <li>→ Training is undertaken and key learning shared with all staff</li> <li>→ Adaptations which may be required to classroom environments and communal areas have been undertaken</li> <li>→ Any curriculum resources required have been created or purchased</li> </ul>	Identified Teaching Assistant drawing on advice from Hearing Impairment Service	September 2016 - July 2017	½ termly lesson observations and learning walks demonstrate that learning opportunities are adapted to meet the needs of the pupils
3. Source equipment to better support pupils with disabilities for both learning and toileting	<ul style="list-style-type: none"> <li>→ Purchase identified items</li> </ul>	Inclusion Manager	September 2017 - July 2018	½ termly lesson observations and learning walks demonstrate that children's physical needs are being met by the use of

				<p>equipment such as:</p> <ul style="list-style-type: none"> <li>→ Writing slopes</li> <li>→ Specialist pens</li> <li>→ Footsteps to rest feet on</li> </ul> <p>Termly Health and Safety Premises check indicates that an adapted toilet seat and other aids are in place to aid toilet training</p>
<p>4. To develop staff understanding of attachment and how children's attachment needs can be better met in school</p>	<ul style="list-style-type: none"> <li>→ Provide CPD for two members of staff so that they become champions for supporting children with attachment difficulties</li> <li>→ Cascade learning from the training out to staff who are supporting children with attachment difficulties</li> <li>→ Subsequently share learning with all staff</li> </ul>	Inclusion Manager	September 2017 – July 2018	<p>Summer Term pupil progress discussions identify children with attachment difficulties and make provision for support</p> <p>Impact of support is evaluated and shared with SEN Governor (end of Summer Term)</p>
<p>5. Identify children with acute mental health needs who would benefit from counselling support</p>	<ul style="list-style-type: none"> <li>→ Identified children are prioritised for support from a trained counsellor (Malachi Trust)</li> </ul>	Headteacher, Deputy Headteacher and Inclusion Manager in consultation with class teachers	March 2018 – March 2019	Evaluate the effectiveness of support from the Malachi Trust in order to decide upon future provision (February '19)
<p>6. Survey parents, pupils and staff to profile any specific needs they may have, which need to be addressed</p>	<ul style="list-style-type: none"> <li>→ Specific needs have been identified which are prioritised and incorporated in the Equality</li> </ul>	Headteacher, Bursar and Inclusion Manager	April – May 2018	June 2018

**St Michael's CE (C) Primary School**

through the Equality Action Plan	Action Plan and School Improvement Plan			
7. Incorporate any aspects identified from surveying the needs of our parent, pupil and staff community with regard to gender, ethnicity and disability	→ School Improvement Plan includes priorities from surveying parents, pupils and staff	Headteacher, Bursar and Inclusion Manager	July 2018	Summer 2018

**Appendix 3**  
**Review of Whole School Objectives for Promoting Equality**  
**2016 – 2017**

<b>Action</b>	<b>Success Criteria</b>	<b>Lead Person</b>	<b>Timescale</b>	<b>Evaluation of Impact</b>
1. Ensure that the physical environment is accessible to visually impaired users	→ Adaptations which may be required to classroom environments and communal areas have been undertaken	Inclusion Manager with Site Supervisor  (Seek advice from Visual Impairment Service)	July 2016	✓ Classroom was adapted for visually impaired learner and whole school environment was accessible. This included provision of a wall mounted personal screen to relay information from the class IWB.
2. Facilitate touch typing teaching for targeted children to enable them to better complete writing activities	→ As a result of teaching identified children are able to complete writing activities more effectively and have made at least expected progress in Writing	Inclusion Manager in partnership with Visual Impairment Service	September 2016 - July 2017	✓ Specialist teacher attended weekly to support identified child. Evidence of child's touch typing skills improving
3. To continue to liaise with the Hearing Impaired Teaching Service to ensure that advice regarding classroom environment and use of radio microphone is embraced	→ School has implemented advice from the Hearing Impaired Service, ensuring that Hearing Impaired children are able to fully access learning	Inclusion Manager	September 2016 – July 2017	✓ Child wore their hearing aid and radio microphone systems were used by both staff and visitors, particularly those leading worship.
4. To implement the action plan to work towards	→ Progress is made towards the action plan	Inclusion Manager	September 2016 – July 2017	✓ Progress has been made towards the

Enhanced Dyslexia Friendly Status				<p>action plan but further work is required.</p> <p>✓ Inclusion Manager has completed a post graduate certificate in Language, Literacy and Dyslexia</p>
5. To identify children who would benefit from using a laptop to complete writing activities due to poor motor control	<p>→ Inclusion Manager has identified key children who would benefit from access to laptops.</p> <p>→ Pupil progress data indicates that the identified children have improved rates of progress</p> <p>→ Pupil conferencing indicates pupils have increased confidence as learners.</p>	Inclusion Manager	October 2016	<p>✓ A number of children have access to a laptop which enables them to complete writing activities. As a result teacher assessment is more accurate, as is the children's understanding of what they need to do to improve their learning.</p>
6. Evaluate the outcomes of different vulnerable groups of learners and identify targeted support for 2016 - 2017	→ Targeted support is in place for vulnerable learners with outcomes monitored by Governing Body	Headteacher, Deputy Headteacher and Inclusion Manager	September 2016	<p>✓ Termly Pupil Progress Discussions focused more tightly on those children who needed additional support</p> <p>✓ SEN Governor half termly review meetings challenged key leaders</p>
7. Develop whole staff awareness on the adaptations required for managing	→ All staff are aware of the risk assessments and individual behaviour	Headteacher, Deputy Headteacher and Inclusion Manager	September 2016 – July 2017	<p>✓ Targeted training and support was provided for those staff directly</p>

<p>individuals with challenging behaviour</p>	<p>management plans in place for identified children                  → All staff have participated in training on how to support children to avoid possible situations which provoke challenging behaviour                  → All staff have participated in training to support children to engage in meaningful activities which provide opportunities for choice and a sense of achievement</p>			<p>working with children with challenging behaviour.                  ✓ Risk assessments and individual behaviour management plans were formulated, which were effective and resulted in changes to behavior                  → Further work needs to be undertaken to cascade this to all staff.</p>
<p>8. In partnership with the PTA further develop the School Garden to be a sensory learning environment</p>	<p>→ Work has been undertaken in the school garden to create a sensory learning environment</p>	<p>Deputy Headteacher (also Science Subject Lead), and School Council Leader</p>	<p>September 2015 – July 2016</p>	<p>→ No progress was made towards this target</p>
<p>9. Survey parents, pupils and staff to profile any specific needs they may have, which need to be addressed through the Equality Action Plan</p>	<p>→ Specific needs have been identified which are prioritized and incorporated in the Equality Action Plan and School Improvement Plan</p>	<p>Headteacher, Bursar and Inclusion Manager</p>	<p>April – May 2016</p>	<p>→ This was not completed</p>
<p>10. Incorporate any aspects identified from surveying the needs of our parent, pupil and</p>	<p>→ School Improvement Plan includes priorities from surveying parents, pupils</p>	<p>Headteacher, Bursar and Inclusion Manager</p>	<p>July 2016</p>	<p>→ This was not completed.</p>

staff community with regard to gender, ethnicity and disability	and staff			
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