

Single Equality Scheme and Accessibility Plan

Introduction

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

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

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

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

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

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

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

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

definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

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

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

- Age*
- Being married or in a civil partnership

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

The impact of this scheme is reported on annually.

Signed: Catherine Pickles (Headteacher) March 2023

Signed: Katie Mason (Chair of Governors) March 2023

Aims of the single equality scheme

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

Purpose of the Equality Scheme

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

This Equality Scheme sets out how the school will:

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

Planning to eliminate discrimination and promote equality of opportunity

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

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

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

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

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

OFSTED inspection may include the school's accessibility plan as part of their review.

Equality and Accessibility Objectives 2023-2026

- 1. To promote tolerance and respect of different races, cultures, religions and disabilities.**
- 2. To ensure that all pupils access a high-quality curriculum which meets the needs of all pupils.**
- 3. To improve the physical environment of the school to ensure that it is accessible to all pupils, including those with SEN and/or disabilities.**

Our Equality Objectives and Accessibility Action plan are included at the bottom of the document.

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others
- To reach their full potential and become the best possible citizens of tomorrow.

Our Vision and Values

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

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

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Our Vision and Values

Inspiring and challenging our children:

Our curriculum is rich and stimulating: we provide learning experiences which are challenging and inspiring for our children so that they become creative, independent learners. Everyone is motivated to achieve and achievement is celebrated.

Independent lifelong learners and thinkers:

Our children are provided with the tools to succeed at the next stage of their education and throughout their lives through experiences which develop character, cultural understanding, curiosity, resilience and confidence.

Value and respect themselves and others:

Our children know how to be happy, healthy and safe; they are kind, polite and work cooperatively, recognising that everyone can make a worthwhile contribution.

Reach their full potential and become the best possible citizens of tomorrow:

We set high standards for our pupils and expect them to work to the best of their ability at all times. Our children enjoy taking responsibility; they respect others and their surroundings and work hard to make positive changes within our school community and the wider world.

School Context

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

| Groups by Ethnicity | M | F | Total | % |
|---------------------|---|---|-------|---|
|---------------------|---|---|-------|---|

| | | | | |
|---------------------------|----|----|-----|-----|
| White British | 81 | 70 | 150 | 96% |
| Pakistani | 0 | 0 | 0 | 0 |
| White and Black Caribbean | 0 | 0 | 0 | 0 |
| White and Black African | 0 | 1 | 1 | <1% |
| White and Asian | 0 | 2 | 3 | 2% |

| Vulnerable Group | 2017-2018 Number / % | 2018-2019 Number / % | 2019-2020 Number / % | 2020-2021 Number / % | 2021-2022 Number / % | 2022-2023 Number % |
|--|----------------------|----------------------|----------------------|----------------------|-------------------------------------|-------------------------|
| English as an additional language | 2 / 1% | 1 / <1% | 1 / <1% | 0 | 2 / 1% | 0 |
| High Achieving Children | 27 / 19% | 29 / 20% | 30 / 22% | 30 / 22% | 14 (Covid has affected this figure) | 33 / 22% |
| Total number of SEN on Inclusion Register (including vulnerable children) | 29 / 21% | 28 / 20% | 21 / 15% | 13 (8%) | 31 (20%) | 28 (19%) |
| Vulnerable Children | | | | 10 (6%) | 15 (10%) | 5 (3%) |
| SEND support | 10 / 7% | 14 / 10% | 14 / 10% | 13 / 9% | 16 (10%) | 23 / 15% |
| EHCP (Education Health Care Plan) | 1 / <1% | 1 / <1% | 1 / <1% | 1 / <1% | 1 / <1% | 2 pending 1 agreed (2%) |
| Looked After Children (LAC) | 0 | 0 | 0 | 0 | 0 | 0 |
| Adopted Children | 3 / 2 % | 4 / 3% | 4 / 3% | 5 / 3% | 7 / 4% | 7 / (5%) |
| Service Children | 3 / 2% | 4 / 3% | 4 / 3% | 3 / 2% | 3 / 2% | 2 (1%) |
| Free School Meals (FSM) | 5 / 4% | 5 / 4% | 6 / 4% | 13 / 8% | 11 / 7% | 12 (7%) |
| Ever 6 (not currently FSM) | / | / | / | / | / | 0 |

School provision

Examples of reasonable adjustments that school makes as a matter of course depending on individual needs:

- Different coloured overlays for reading
- Different coloured paper in exercise books
- Personalised code of conduct / reward charts for pupils with additional behaviour needs

- Task boards to support organisation skills
- Visual timetables
- Adjustment to playtimes, for example, structured play in small groups with close adult supervision.
- Adjustments to lunchtime eating arrangements, for example, quiet room available so children with sensory need have an alternative to the school hall.
- Use of nurture space
- Fidget toys, wobble cushion and therabands for pupils who need to be active while learning
- Writing slopes and pencil grips
- Additional movement breaks
- Assistive technology (clicker; immersive reader)
- Transition toys to support attachments needs
- Regulation Station – a calm area in each room where pupils can sit and play with fidget toys or carry out deep breathing to help to regulate their emotions.
- POPs (Pupil Overview of Provision) documents to support the individual needs of the pupils
- Specific interventions for Phonics, Reading and Spelling (Tutoring with the Lightning Squad); Handwriting (South Warwickshire NHS Handwriting Intervention; Talkabout (social skills)
- PIVATS assessments system for pupils who are working below year group expectations.
- Adjustments to school visits to ensure all pupils can take part
- Individual Health Care Plans for pupils with physical and Medical Needs
- Pupils views will be gathered through the SEN questionnaire; Growing up in North Yorkshire Survey; Pupil Voice surveys as part of subject monitoring; Online Safety surveys; Pupils on SEN register will contribute to their POP (Pupil Overview of Provision)
- Parents/carers will contribute their views through Parent View Questionnaires; Parent /Carer Consultation Evenings; involvement in target setting for POPs;

In addition, school works closely with other agencies including: Social Services, Early Help; Inclusion Team; Physiotherapists; Paediatrician; Speech and Language Therapists;

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, SEND and Pupil Premium. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF). The following areas are analysed in order to show the impact of our school policies and curriculum:

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. Incidents of racism, 'hate' and bullying involving particular groups of pupils)
- the behaviour of particular groups of pupils (e.g. exclusion data for particular groups of pupils)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)
- attendance data for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)

- impact of the use of specific individual budgets e.g. Pupil Premium report, SEN information report, Sports Premium fundin

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

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

The Governing Body will:

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

The Senior Leadership Team will:

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

People with specific responsibilities:

Kerrie Davis (SENCO) and Catherine Pickles (Headteacher) are the people responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met

Catherine Pickles is responsible for ensuring the specific needs of staff members are addressed;

Catherine Pickles is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;

Catherine Pickles is responsible for monitoring the response to reported incidents of a discriminatory nature.

Harriet Brewer is the governor responsible for publishing the SEN information report.

Parents/Carers will:

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

School Staff will:

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

Pupils will:

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

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

Involvement Processes

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

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

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

Mechanisms for involvement

- School Council
- Sports Leaders
- Buddies
- Pupils views will be gathered through the SEN questionnaire;
- Growing up in North Yorkshire Survey;
- Pupil Voice surveys as part of subject monitoring;
- Online Safety surveys;
- Pupils on SEN register will contribute to their POP (Pupil Overview of Provision)

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

- School Council
- Sports Leaders
- Buddies
- Pupils views will be gathered through the SEN questionnaire;
- Growing up in North Yorkshire Survey;
- Pupil Voice surveys as part of subject monitoring;
- Online Safety surveys;
- Pupils on SEN register will contribute to their POP (Pupil Overview of Provision)

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

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

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- We will insert the following text into our communications with parents such as the web site, EYFS New Starters pack and in the school newsletter: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings (Friends of Cononley School);

- Feedback from parents and carers through annual questionnaire;

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

Action Planning

Our Single Equality Scheme and Accessibility Plan is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme:

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

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

- the School Self-evaluation Form;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies are available on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

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

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

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

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

Essential Further Guidance

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

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

Equality and Human Rights Commission Guidance for schools

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

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

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

Equality and Accessibility Objectives 2023-2026

1. To promote tolerance and respect of different races, cultures, religions and disabilities.
2. To ensure that all pupils access a high-quality curriculum which meets the needs of all pupils.
3. To improve the physical environment of the school to ensure that it is accessible to all pupils, including those with SEN and/or disabilities.

Equality and Accessibility Action Plan

1. To promote tolerance and respect of different races, cultures, religions and disabilities.

| Objective | Lead | Actions 2022-2023 | Actions 2023-2024 | Actions 2024 - 2025 | Success Criteria |
|---|---|--|---|---------------------|---|
| To review and update resources (including reading books and library books) and ensure that they are inclusive of protected characteristics. | Nat Wright (Reading Lead) Catherine Pickles (English Lead) Class teachers | <ul style="list-style-type: none"> • Diversity and Equality training (NYCC Clare Barrowman January 2022) <p>Training took place. New classroom library stock includes themes and characters that are inclusive.</p> | <ul style="list-style-type: none"> • Subject leaders to order core books for their subject (non fiction) ensuring that selections include books that are inclusive of protected characteristics. | | Children select, read talk about and enjoy high quality books for the class library which are inclusive of protected characteristics. Evidence: reading for pleasure pupil voice surveys; book choices for Book of the Week. |
| To plan assemblies that are inclusive of protected characteristics, challenge stereotypes and promote British Values. | Catherine Pickles (Headteacher) | <ul style="list-style-type: none"> • Diversity and Equality training (NYCC Clare Barrowman January 2022) • RE Leader: RE network meetings | <ul style="list-style-type: none"> • To invite visitors from different faiths to challenge stereotypes and promote tolerance and respect. | | Children articulate their understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Evidence: Pupil Voice |

| | | | | | |
|--|-------------------------------|--|--|--|---|
| | | <ul style="list-style-type: none"> Schools Linking Training: lead teacher <p>All training attended. RE curriculum updated. Schools Linking partnership maintained.</p> | | | |
| To review the PSHE / RSE Curriculum and ensure that it meets promotes inclusion and diversity and challenges stereotypes and discrimination. | Jaki Fraser (PSHE / RSE Lead) | <ul style="list-style-type: none"> PHSE Leader: PHSE network meetings and whole day curriculum support from NYCC adviser RE Leader: RE network meetings Schools Linking Training: lead teacher <p>Training attended. PSHE curriculum reviewed and Kapow PSHE bought to replace NY scheme of work. Contains specific units on protected characteristics, and promotes diversity and inclusion.</p> | <ul style="list-style-type: none"> Embed new PSHE curriculum Schools Linking partnership visits to take place. | | The curriculum has been mapped to show where inclusion and diversity are promoted. Staff have received training from the PSHE subject Lead so that they know where inclusion and diversity are taught within their year group curriculum for PSHE |

2. To ensure that all pupils access a high-quality curriculum which meets the needs of all pupils.

| Objective | Lead | Actions 2022-2023 | Actions 2023-2024 | Actions 2024 - 2025 | Success Criteria |
|-----------|------|-------------------|-------------------|---------------------|------------------|
|-----------|------|-------------------|-------------------|---------------------|------------------|

| | | | | | |
|--|---|--|---|--|--|
| <p>To train staff so they are confident in supporting all pupils to access the curriculum.</p> | <p>Kerrie Davis (SENco) Catherine Pickles (Headteacher)</p> | <ul style="list-style-type: none"> • Senco Network Meetings • SNAP training (SENCO and Headteacher) • PIVATs training for teaching staff • Clicker 8 training for teaching staff • Graduated Approach training for staff • Pupil Overview of Provision training for staff • Team Teach de-escalation training • Attachment Disorder Training • Compass Phoenix Training <p>All training has taken place. Staff are using the approaches to support all children to achieve. This is evidenced through POP monitoring, pupil voice and learning walks.</p> | <ul style="list-style-type: none"> • Senco Network Meetings • Zones of Regulation Training • SMART target training • Literacy Difficulties Training | | <p>The SENCo has the relevant knowledge to train staff to support all pupils. Staff are confident with the following resources and approaches and use them to support the needs of pupil in their classes: PIVATs, Clicker 8, Graduated Approach, POPs Evidence: lesson observations, learning walks</p> |
| <p>Supporting pupils with appropriate interventions to enable them to</p> | <p>Kerrie Davis (SENco) Catherine Pickles</p> | <ul style="list-style-type: none"> • Tutoring with the Lightning Squad (reading intervention) | <ul style="list-style-type: none"> • Tutoring with the Lightning Squad (reading intervention) • Alphabet Arc | | <p>Pupils with specific needs are supported with appropriate interventions and resources and are</p> |

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| achieve in line with peer group. | (Headteacher) Subject Leads | <ul style="list-style-type: none"> Warwickshire Handwriting Intervention Inference training <p>Interventions have been carried out and impact recorded on Provision Maps.</p> | <ul style="list-style-type: none"> Colourful Semantics training | | making good progress. Evidence: lesson observations and monitoring of POPs. |
| Ensure access and participation to school visits, extra-curricular activities and clubs for all pupils, including those with SEND and protected characteristics. | Catherine Pickles (Headteacher) Subject Leads | <ul style="list-style-type: none"> Extra-curricular activity tracker in place <p>Participation tracked each term and analysed to ensure that all groups participate fully in extra curricular activities.</p> | <ul style="list-style-type: none"> Continue track and analyse participation in clubs and extra-curricular activities. | | Participation of pupils in extra curricular clubs and activities is at least the same as pupils without SEND as it is for those with SEND and protected characteristics. Evidence: analysis of data from tracker for extra curricular activities. |
| To ensure that communication with parents / carers of pupil with SEND is effective and supports the individual needs of children. | Catherine Pickles (Headteacher) School Administrators | <ul style="list-style-type: none"> Annual SEND parents and pupil questionnaires Meetings with SENCo and class teachers POP target meetings (termly) Sharing of information between inclusion | <ul style="list-style-type: none"> Annual SEND parents and pupil questionnaires Meetings with SENCo and class teachers POP target meetings (termly) | | Parents/carers feel that the needs of their children are being met and that they are making good or better progress. Evidence: SEND parent questionnaire; Parent View |

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| | | <p>hubs, school and parents / carers</p> <p>Pupil and Parent questionnaires carried out and analysed by the SENCo and reported to FGB. Parents have met with SENCo and /or classteacher (at least 3x). Information has been shared with Inclusion Hub.</p> | <ul style="list-style-type: none"> Sharing of information between inclusion hubs, school and parents / carers | | |
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3. To improve the physical environment of the school to ensure that it is accessible to all pupils, including those with SEN and/or disabilities.

| Objective | Lead | Actions 2022-2023 | Actions 2023-2024 | Actions 2024 - 2025 | Success Criteria |
|---|--|--|-------------------|---------------------|--|
| To review access for wheelchair users; indoors and outdoors including use of dining hall and classroom layouts. | Catherine Pickles (Headteacher) NYCC HANDS team | <p>'Walk-through' building with pupils and parents/carers to check access.</p> <p>Purchase ramps for the front entrance to allow for wheelchair access.</p> <p>Walk through took place; decision was made to put purchase of ramps on hold due to cost as the building has several accessible entrances.</p> | | | Building is accessible for wheelchair users, including all external entrances. |

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| To review evacuation procedures. Review training needs for staff in relation to evacuation procedures for pupils with SEND. | Catherine Pickles (Headteacher) NYCC HANDS team Staff | Review PEEPs and High Need Risk Assessments for individual pupils and amend as necessary. PEEPS and High Needs Risk Assessments reviewed and amended. | Review PEEPs and High Need Risk Assessments for individual pupils and amend as necessary. | | Staff and children with specific SEND needs are clear about procedures for evacuation. Evidence: evaluations of fire, evacuation off site and lockdown practices. |
| To introduce 'calming' displays to avoid visual overload. (Use of hessian backing, reduction in bright primary colours; neat and orderly teaching environment). | Class teachers and support staff | Notice boards in classrooms and on corridors to be re-backed with hessian. All noticeboards have been backed with Hessian. | | | Corridors and classrooms have neutral display backing, reducing visual over-stimulation. |
| To ensure that communication between parents / carers and school is accessible to all. | Catherine Pickles (Headteacher) School Administrators | Use of Sway for weekly bulletins and newsletters. Use of Microsoft Forms to gather views from parents Paper copies available from the school office upon request. Sway and Microsoft forms established as an inclusive communication tool. | Extend use of Sway for school documents (SEND Information Report; EYFS Brochure) | | |