St Mary's CE (Aided) Primary School
A Christ-centred school with a child-centred curriculum

Single Equality Policy
+ Appendices

Updated: March 2021

Up for review: March 2022

As members of St Mary's C of E (Aided) Primary School, we live by our mission statement:

'A Christ-centred school with a child-centred curriculum'
where wisdom and love guide and influence learning and teaching for our whole community.
We treasure each child and enable them to flourish, using their God-given potential,
establishing a secure foundation for them to thrive in a rapidly changing world.

INTRODUCTION

St. Mary's CE (Aided) Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Our vision is of a school where all children experience a diverse range of learning opportunities, facilitated by enthusiastic staff who recognise and encourage the potential in every learner and who ensure that all children develop into confident, responsible and successful members of their community based on shared Christian values.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle the issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following principles:

- We will not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide at St. Mary's. We recognise that doing this may entail treating some staff, pupils or parents differently to others.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school and we are aware of the requirement to make reasonable adjustments.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some individuals or groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

PURPOSE OF THIS POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age, marriage and civil partnership are also protected characteristics, but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or "general duty"

This requires all public organisations including schools to

- **Eliminate unlawful discrimination, harassment and victimisation.**
- **Advance equality of opportunity between different groups.**
- **Foster good relations between different groups.**

Two "specific duties"

This requires all public organisations including schools to:-

1. Publish information to show compliance with the Equality Duty by 06.04.12
2. Publish Equality objectives at least every 4 years, which are specific and measurable by 06.04.12

This policy is in line with national guidance and describes how St Mary's is meeting these statutory duties. It includes information about how we are complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.

Appendix 2 shows St. Mary's Equality Objectives for 2016-2020

Appendix 3 shows St. Mary's Accessibility Action Plan for 2016-2020

Appendix 4 is the Governors' Statement on the Single Public Sector Equality Duty

LINKS TO OTHER POLICIES & DOCUMENTATION

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the school prospectus, school website and newsletters.

This policy should be read in conjunction with the following documents:

- Accessibility Action Plan (see Appendix 3)
- Anti-bullying Policy
- Anti-radicalisation Policy
- Behaviour Policy
- Equality Action Plan (see Appendix 2)
- Higher Attainers Policy
- Inclusion Policy
- St. Mary's SEND Local Offer

The Equality Act also applies to schools in their role as employers. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices at St. Mary's.

What we are already doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions in the way we provide education for our pupils and in the way we provide access to facilities and services to pupils.
- We are aware of the Reasonable Adjustment duty for disabled pupils (designed to enhance access and participation to the level of non-disabled pupils and to stop disabled children being placed at a disadvantage compared to their non-disabled peers) and our Inclusion Leader works closely with teachers, parents and outside agencies to ensure that all reasonable adjustments are implemented.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.
- We take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.
- We modify teaching and learning as appropriate for children with disabilities, for example, allowing additional time to complete activities, providing specialised resources or equipment, offering alternative activities and providing additional supervision or support. We

provide a curriculum that reflects the attitudes, values and respect that we have for all minority ethnic groups, for example, teaching children the importance of Diwali to Hindus.

- Through our choice of topics we provide a curriculum that promotes an understanding of diverse cultures.
- Each year we take part in Anti-Bullying Week, including whole school and class-based assemblies, age-appropriate discussions, class activities and poster competitions.
- Each year we take part in Internet Safety Day, raising children's awareness and understanding of how to use the Internet safely, the damaging effects of cyber-bullying and how to report any incidents of cyber-bullying or inappropriate use of the Internet.

BEHAVIOUR, EXCLUSIONS & ATTENDANCE

The school policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

ADDRESSING PREJUDICE & PREJUDICE-BASED BULLYING

The school challenges all forms of prejudice and prejudice-based bullying which stand in the way of fulfilling our commitment to inclusion and equality.

1. **Prejudices around disability and special educational needs.**

   The general duty to promote disability equality is owed to all disabled people. This means that we must have due regard to:

   - Promoting equality of opportunity between disabled people and other people.
   - Eliminating unlawful discrimination
   - Eliminating disability-related harassment
   - Promoting positive attitudes towards disabled people
   - Encouraging participation by disabled people in public life

2. **Accessibility (see also Appendix 3)**

   There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

   - Increase access to the curriculum
   - Make improvements to the physical environment of the school to increase access
   - Make written information accessible to pupils in a range of different ways

- Ensure that disabled pupils, staff or parents do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

3. **Prejudices around race, religion or belief.**

   The general duty to promote race equality means that we must have due regard to:

   - Eliminating unlawful racial discrimination
   - Promoting equality of opportunity
   - Promoting good relations between people of different racial groups

4. **Prejudices around gender and sexual orientation**

   The general duty to promote gender equality means that we must have due regard to:

   - Eliminating unlawful discrimination and harassment and
   - Promoting equality of opportunity between men and women, girls and boys.

We also have a responsibility to promote community cohesion, to develop good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

We do not tolerate any form of racist behaviour or any other prejudice-related incidents. If any such incident should occur, we follow the Local Authority procedures for dealing with racist actions and any other kind of discrimination. A record of any such incidents is kept by the Headteacher and is shared with Governors and the Local Authority on a termly basis.

WHAT WE ARE ALREADY DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

- We know the needs of our school population very well and we collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- Working in partnership with parents and outside agencies, we have procedures to identify children who have a disability through our pupil admissions home and pre-school visits.
- We collect data and monitor the progress and outcomes of **different groups of pupils*** and use this data to support school improvement. We take appropriate action to close any gaps in attainment, for example, providing additional support for children who are not making expected progress in the acquisition of age-expected literacy or numeracy skills.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We collect, analyse and use data in relation to attendance at extended school activities/extra-curricular activities, such as school trips and after-school clubs.
- We collect, analyse and use data in relation to attendance at Parent Consultation evenings.

- We avoid language that runs the risk of placing a ceiling on any pupils' achievements or that seeks to define their potential as learners, such as 'less able' or 'lower attaining'.
- We use a range of teaching styles and strategies in order to meet the individual needs of all learners.
- We provide additional support for pupils who are at risk of under-achieving.
- We are aware of the potentially damaging impact of negative language in matters such as race, gender, disability or sexuality and constantly reinforce the message that diversity is good and something to celebrate.
- We ensure that our curriculum content and delivery is equally accessible to boys and girls.
- We ensure that pupils of both sexes are encouraged to participate in school life through representation in school events such as class assemblies, School Council, Eco Council and Prefect roles.
- We ensure that pupils of both sexes are given the same opportunities to participate in after-school clubs, both within and out of school hours.
- We challenge stereotyping and bullying or harassment of any kind, whether this involves pupils, parents or staff.
- We have implemented a four-year Equality Action Plan designed to:
    1. ensure equal access for all pupils to a broad and balanced curriculum.
    2. ensure equal opportunities for all staff.
    3. remove barriers to learning and participation.
- We have implemented a four-year Accessibility Action Plan designed to:
    1. increase the extent to which pupils with disability can participate in the curriculum.
    2. improve the physical environment.
    3. improve the availability of accessible information to disabled pupils and parents.

***Different groups of pupils** includes:

- Pupils eligible for the Pupil Premium Grant (PPG)
- Ethnicity
- English as an Additional Language (EAL)
- Special Educational Needs and Disabilities (SEND)
- Looked After Children (CLA)
    1. Gypsy, Roma, Traveller children (GRT)
    2. Higher Attaining children
    3. Gender

WHAT WE ARE ALREADY DOING TO FOSTER GOOD RELATIONS

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum which promote the spiritual, moral, social and cultural development of all pupils.
- We teach about difference and diversity and the impact of stereotyping prejudice and discrimination through PSCHE, Religious Education and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, ethnicity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.

  Our Mission Statement, *"A Christ-centred school with a child-centred curriculum where wisdom and love guide and influence learning and teaching for our whole community. We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world*", and our Vision, *"A school where all children experience a diverse range of learning opportunities facilitated by enthusiastic staff who recognize and encourage the potential in every learner and who ensure that all children develop into confident, responsible and successful members of their community based on shared Christian values"*, are displayed prominently around the school and children are regularly reminded of them in assemblies.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people, places and events from around the world.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences and opinions.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.
- We encourage all parents to attend Parent Consultation evenings and offer different times and days of the week in an attempt to suit everyone.
- We provide a welcoming environment and all pupils, parents and visitors to the school are greeted in a friendly, respectful manner.
- We communicate with parents using a range of media to meet the needs of different groups; for example, messages may be sent via the school website, via text messaging or voicemail. Paper copies are also used and staff are aware of those parents who may require some documents to be read to them.
- At the end of each day, all teachers lead their classes onto the front playground where they are met by parents. In this way, teachers make themselves readily approachable to all parents.
- We carry out an annual staff, pupil and parental survey, the results of which are carefully analysed and acted upon.
- We hold regular informal 'Tea & Chat' meetings to which all parents are invited.
- All parents are encouraged to come into school in a voluntary capacity. They are all welcomed regardless of their age, race, gender, ethnicity or disability.

- We encourage children to take part in community events such as the Pulborough Spring Flower Show, Led By a Star, the Billingshurst Annual Garden Competition and the Pulborough Harvest Fayre.
- We encourage children to play an active role in the community. For example, children from the school choir go out to sing at local residential care homes and supermarkets.

OTHER WAYS IN WHICH WE ADDRESS EQUALITY ISSUES

- We keep minutes of meetings where equality issues are discussed, eg. Governors Meetings, Staff meetings, SEND meetings.
- We have regular staff training and INSET days where we revisit our school Mission Statement and share our core purpose and school vision.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- We review and analyse responses from staff surveys, staff meetings and training events.
- We review feedback and analyse responses from the children and groups of children, from the School Council, from Prefects about particular issues and from events such as Anti-Bullying week, Safer Internet Day, Splash assemblies.
- We monitor the profile of the Governing body to ensure it reflects all members of the school, the local community and the Diocese.
- We monitor the profile of the staff and when making appointments take all possible steps to avoid unlawful discrimination.

PUBLICISING OUR SINGLE EQUALITY POLICY

Our Single Equality Policy will be made accessible to all persons within our local and school community in the following ways:

- School website
- School newsletters
- On display in the school entrance
- Staff induction
- School Prospectus
- Staff Handbook

ANNUAL REVIEW OF PROGRESS

The Equality Objectives which we identify represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We will review annually the actions we have taken in the development of our Equality Objectives (Appendix 2) and Accessibility Action Plan (Appendix 3). We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we have achieved improved outcomes for the different groups.

We will also revise our Single Equality Policy, Equality Objectives and Accessibility Plan every four years. This is in accordance with the Equality Act 2010.

ON-GOING DEVELOPMENT OF OUR SINGLE EQUALITY POLICY

We will continue to involve people from all aspects of our school community in the on-going development of this Policy and its associated Action Plans. This will include:

- Opportunities for the School Council to discuss equality and diversity issues
- Discussions at staff meetings
- Opportunities for staff training
- Holding school Open Days/Evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays, performances, exhibitions and class assemblies.
- Discussions at Governors' meetings
- Contact with local community groups
- Contact with parents representing a range of protected characteristics

ROLES & RESPONSIBILITIES

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act 2010. We will provide training, guidance and information to enable them to do this.

It is the duty of all members of the school to ensure that all pupils, parents and colleagues are treated fairly, equally and with respect. We do not discriminate against any pupil, parent or colleague. All staff have a duty to challenge any incidents of discriminatory behaviour and draw them to the attention of the Headteacher.

The role of Governors:

- The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.
- The Governing Body has set out its commitment to equality in this policy statement (Appendix 4) and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The Governing Body seeks to ensure that people with protected characteristics are not discriminated against when applying for jobs at our school.
- The Governing Body will take all reasonable steps to ensure that the school environment gives access to people with disabilities. The Governing Body will, in its annual report, make reference to arrangements for disabled pupils.
- The Governing Body will ensure that no child is discriminated against whilst in our school. So, for example, all children will have access to the full range of the curriculum and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the Headteacher:

- It is the Headteacher's role to implement the school's Single Equality Policy and she is supported by the Governing Body in so doing.
- It is the Headteacher's role to ensure that all staff are aware of the school's single equality policy and that all staff apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to the Single Equality Policy so that no one is discriminated against in relation to employment, promotion or training opportunities.
- The Headteacher promotes the principle of equality when developing the curriculum and promotes respect for other people in all aspects of school life, for example in collective worship, assemblies and displays around the school.
- The Headteacher treats all incidents of discriminatory language or behaviour with due seriousness.

The role of teaching and support staff:

- To ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- To challenge any incident of prejudice, discrimination or harassment however minor and to deal fairly and professionally with any such incidents that may occur.
- When selecting classroom material to pay due regard to the sensitivities of all members of the class and not provide material that is racist, sexist or otherwise discriminatory in nature.
- To plan and deliver learning opportunities that reflect the school's values and ethos and which provide children with positive images in terms of race, gender and disability.
- To maintain the highest expectations of success for all pupils.

- To support different groups of pupils in the class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult.
- Keep up to date with equalities legislation relevant to their work.

The role of visitors:

- All visitors to the school, including parents, are expected to support our commitment to equalities and comply with the duties set out in this policy.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of the Equality Act 2010 relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments, promotions are made on the basis of merit and ability and in compliance with the law.
- We are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.
- 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.

- We collect and analyse the following information for our staff and governors.
    1. Applications for employment (via LA recruitment forms)
    2. Staff profile
    3. Governing Body profile
    4. Attendance at staff training events
    5. Disciplinary and grievance cases (if any)
    6. Staff performance management summary

MONITORING & REVIEW OF THE SINGLE EQUALITY POLICY

This Policy, together with the Equality Objectives (Appendix 2) and Accessibility Plan (Appendix 3), is written as a four-year plan. However, adjustments may be made to the Single Equality Policy or any of the Appendices at any time in the light of on-going development of the Policy and/or changes in legislation.

APPENDIX ONE

Checklist for School Staff and Governors

- The school collects information on race, disability and gender with regard to both pupils and staff, eg. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform policies, plans and strategies, lessons, additional support, training and activities that the school provides.
- The Single Equality Policy, Equality Objectives and Accessibility Action Plan have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stake-holders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors the progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Single Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Single Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, eg. through class assemblies, the school council, Prefect roles, school choir.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (ie. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions, class assemblies and worship.
- The school environment is increasingly accessible to all pupils, staff and visitors to the school.
- Open evenings and other events which parents and the community attend are held in accessible parts of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

APPENDIX TWO

Equalities Action Plan and Objectives 2021-2024

Aspect of the duty and objective	Action	Action by	Monitored by	Time scale and frequency	Review
To advance equality of opportunity between different groups. Monitor achievement and standards with regard to different groups* and take action where necessary to secure good progress for all learners.	Use cohort data files to identify current issues. Develop and implement strategies and interventions to tackle issues. Prioritise issues in School Development Plan (SDP) and Performance Management (PM). Use RAISE online to identify trends over time and to compare with schools nationally. Use Local Authority (LA) e-pod data to compare with other local schools.	Class teachers. SENDCO Assessment co-ordinator Higher Attainers Co-ordinator Headteacher (HT) SEND Governor	Full Governing Body (FGB)	Class teachers to provide termly data sheets for reading, writing and mathematics. Assessment Co-Ordinator to analyse termly data sheets for reading, writing and mathematics and prepare data report for HT and FGB. SENDCo to prepare termly report for HT and FGB. SEND Governor to meet termly with SENCO.	Annually
To advance equality of opportunity between different groups. Monitor access to the curriculum with regard to different groups*.	See accessibility action plan.				
To eliminate unlawful discrimination, harassment and victimisation. Monitor issues involving bullying, harassment or victimisation in relation to different groups*.	Use children's responses on Worry Cards to identify issues. Use feedback from Circle Time and PSCHE. Use pupil questionnaire and feedback from School Council meetings to identify issues.	Whole school. Class teachers. Headteacher School Council	FGB	PSCHE and School Council Co-Ordinator to report termly to the HT. HT to maintain written log of all issues thought to involve bullying, harassment or victimisation. HT to provide written report termly to FGB and	On-going

	Develop strategies to tackle issues. Annual Anti-Bullying week. Annual Safer Internet Day Develop use of Peer Mediators and Class Buddies.			LA.	
To advance equality of opportunity between different groups. Monitor the take-up of after-school clubs and school trips with regard to different groups*.	Check attendance lists. Gather feedback from pupils attending clubs. Gather feedback from School Council. Identify issues and implement required changes.	School secretary. Class teachers.	Teaching and Learning Committee	HT to report termly.	On-going
To foster good relations between different groups. Monitor the promotion of positive role models in class teaching, displays, PSCHE and Assemblies.	Identify good practice through lesson observations, informal drop-ins, class visits, assemblies and leaning walks. Identify and remove any negative role models.	Whole school	Teaching and Learning Committee	HT to report termly.	On-going
To foster good relations between different groups. Monitor the social relationship between boys and girls.	Use feedback from pupils through PSCHE, circle times, play times, School Council, Buddies to identify any issues. Develop strategies to tackle any issues.	Class teachers. Midday Meals supervisors. PSCHE and School Council Co-Ordinator.	HT	HT to maintain up to date log of any incidents and report termly to FGB if issues are identified.	On-going
To advance equality of opportunity between different groups.	Curriculum maps to be reviewed with regard to introducing topics which will engage and	Class teachers.	Teaching & Learning Committee	Deputy Head (DH) to produce curriculum maps to ensure complete	Annually

Monitor the progress and attainment in reading and writing with regard to gender.	motivate boys as well as girls. Teaching and learning strategies to be implemented which will result in better access to the curriculum for boys. Eg: breaking longer tasks down into several smaller ones; greater use of non-fiction to stimulate boys' learning.	HT		NC coverage. HT to report termly to Children & Learning Committee.	
To foster good relations between different groups. Monitor the views of parents and identify any issues.	Amend current Newsletter to include a parent response section. Set up new system to enable parents to give written feedback at Parent Consultation Meetings and class assemblies. Gather feedback from parents attending Tea & Chat events. Update existing school website.	HT HT SENDCO HT Whole school	FGB	HT to report termly.	Annually
To comply fully with the Public Sector Equality Duty. Review policies in the light of any actions needed in relation to any of the Equalities Objectives and continually consider how well the school is meeting those objectives.	Governors and staff to review policies and amend as necessary. Governors and staff to consider the extent to which we have achieved improved outcomes for the different groups*. Governor statement on the Single Public Sector Equality Duty on school website. Reference made to Single Equality Duty on school website and in school prospectus.	Governors HT Class teachers Governors HT	FGB		Annually

*PPG, Ethnicity, EAL, SEND, CLA, GRT, G&T, Gender

APPENDIX THREE

Accessibility Action Plan 2021-2024

Overall Target: To enable everyone, particularly people with disabilities, to make full use of facilities by being able to move conveniently and safely throughout the school and grounds at all times.

Aspect of the duty and objective	Action	Action by	Monitored by	Time scale and frequency	Review
Education and related activities:					
Monitor access to the curriculum with regard to different groups*.	Continue to seek and follow the advice of the LA and other outside professional agencies, including other schools, to secure maximum access to the curriculum for all pupils.	SENDCO Headteacher (HT)	FGB	SENDCO to prepare termly report for SEND governor.	Annually
	Teachers' planning to include direct reference to differentiation for different groups*.	Class teachers			
	Continue to facilitate staff training, both internally and externally, to ensure a high level of awareness of the requirements of disabled pupils and their families and the skills to deliver necessary interventions.	SENDCO HT			
	Ensure adequate provision of resources such as writing slopes, reading strips, pencil grips, laptops, coloured paper, pens and tinted overlays.	SENDCO			
	Continue to engage fully with the parents of any children with disabilities and pay due attention to their and their children's preferences.	SENDCO			

Physical environment: Monitor the condition and accessibility of the school building and grounds with regard to different groups*.	To take account of the needs of pupils, parents, staff and visitors to the school with physical disabilities and sensory impairments when planning and undertaking improvements or refurbishment of the site, premises, fixtures and fittings. To carry out termly Health & Safety inspections. To be proactive in planning reasonable adjustments in order to meet the needs of new children or staff joining the school.	Buildings, Health & Safety Committee HT School Business Manager	FGB	Termly report from Buildings, Health & Safety Committee.	Annually

*PPG, Ethnicity, EAL, SEND, CLA, GRT, G&T, Gender