



Single Equality Scheme

Date adopted: 2 April 2020

Signed by Chair of Governors: DW Bavaird

Signed by Headteacher: Rachel Butler

Date of review: Summer 2022

Single Equality Scheme Statement

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Percy Main Primary School is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work. We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have. We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law.

Examples of permitted discrimination are:

1. The school may arrange pupils in classes based on age.
2. The school may take positive action to deal with particular disadvantages affecting pupils of one racial group if this is a proportionate means of dealing with the issue.

The Protected Characteristics that apply to schools are: • Age (in relation to staff only); • Disability; • Gender re-assignment; • Marriage and civil partnership (in relation to staff only); • Pregnancy and Maternity; • Race; • Religion Faith or Belief; • Sex; and • Sexual orientation. As a Governing Body and employer we will also not accept any of the following: • Direct or Indirect Discrimination; • Harassment; and • Victimisation.

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions and developing policies. In line with its specific duties under the Equality Act 2010, we will publish our equality objectives and will publish information about how it is complying with the Public Sector Equality Duty. Published Information will be updated annually and objectives will be updated every four years. This information is available on our website.

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This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

Demonstrate how promoting equality and eliminating discrimination can help raise standards

Ensure that equality and diversity are part of the school's core business both as a school and as an employer

Promote community cohesion and good relations between people of different backgrounds through education

Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections

Ensure that our equality objectives help complement the outcomes for pupils in school

Place the school in a position, which is regarding by everyone as an environment that affords respect and fair treatment of all.

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This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

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Our Key equality and diversity objectives are:

At Percy Main Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To improve progress for boys in writing.

Objective 2: To challenge more able pupils effectively in core subjects. Objective 3: To increase awareness of and have in place processes to identify and remedy any incidences of bullying.

Objective 4: The environment and the new school building is safe and accessible for all groups of users.

Objective 5: To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling. Objective 6: To promote positive attitudes to difference.

To see how we plan (in anticipation) to make reasonable adjustments to comply with Public sector Equality Duty please see:

Equality Policy

Accessibility Plan

204 What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

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What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

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Who does this scheme apply to?

This equality scheme applies to the following stakeholders:

Pupils
Staff
Governors
Parents/Carers
Visitors

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Profile of our School

- At Percy Main Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an *openness* of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities
- **As at September 2020** our school has 92 girls and 110 boys on the school roll

The ethnic make up of the school is as follows:

| Ethnicity | Female | Male |
|----------------------------|--------|------|
| Any other Asian Background | 3 | 1 |
| Any other White Background | 2 | 2 |
| Any other Ethnic Group | 3 | 4 |
| Any other Mixed Background | 0 | 3 |
| Chinese | 0 | 2 |
| White Irish | 1 | 0 |
| White British | 80 | 93 |
| White and Asian | 1 | 3 |

| | | |
|-------------------------|----|-----|
| White and Black African | 1 | 1 |
| Indian | 1 | 1 |
| TOTAL | 92 | 110 |

School Staff

| Ethnicity | Female | Male |
|------------------|---------------|-------------|
| White British | 31 | 3 |
| BAME | 1 | 0 |

Governors

| Ethnicity | Female | Male |
|-----------------------|---------------|-------------|
| White British | 4 | 3 |
| White British (Staff) | 2 | 0 |

The linguistic profile of the school pupils is as follows

| Language | Female | Male |
|------------------|---------------|-------------|
| Portuguese | 1 | 1 |
| Polish | 1 | 0 |
| Chinese | 0 | 2 |
| Arabic | 3 | 2 |
| Tagalog/Filipino | 0 | 1 |
| Kurdish | 2 | 0 |
| Turkish | 1 | 3 |
| Spanish | 0 | 1 |
| Romanian | 1 | 1 |
| Russian | 0 | 1 |
| Panjabi | 1 | 1 |
| English | 82 | 97 |

- Currently we have 19 children registered with a known disability on the school roll.
- Currently we are not aware of any members of staff or governors who have a known disability.
- With the exception of the upper floor the school is physically accessible and no adjustments are required.
- The demographic trends in our local area are one of socio-economic deprivation.
- Currently there is 1 child in care; 1 boy.
- We are not aware of any children who are currently carers.
- We have 2 service children on roll.
- We currently have 78 pupils on the SEN Register of which 19 Education Health and Care Plans.

Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.

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North Tyneside Profile

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:

- 48% are male, 52% female.

- 18% are aged 0-15 years.

- 19% are aged 65 years and over.

- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).

- 21% have a disability or condition which limits their day-to-day activities.

- 11% provide unpaid care.

- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).

- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).

- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).

- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.

These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

Roles and Responsibilities

401 **Governors** are responsible for

- ensuring that the school complies with all equality legislation. approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

402 **The Leadership Team** of the school will be responsible for

- promoting the single equality scheme both inside and outside the school ensuring that all staff fulfil their role with regard to delivering equality providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

403 **Parents/Carers** will: have access to the scheme and be encouraged to support the scheme have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme

- have the right to be informed of any incident related to this scheme which could directly affect their child

404 **Staff** are responsible for

- engaging with the school in eliminating any discrimination promoting a positive working environment
- showing a commitment to undertaking training and development within this area

405 **Pupils** will: engage with the school in eliminating any discrimination promote a positive environment for learning

- show commitment to undertaking further learning in this area

406 **Visitors** to our school will be expected to respect and follow our equality policy.

501 **Monitoring and Reviewing**

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

601 **Equality Action Plan**

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Annex A

701 **School Accessibility Action Plan**

The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum. See our accessibility plan at Annex B

801 **Impact Assessments**

Policy Last Updated: Nov 2020 (School context)

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find our template Impact Assessment form at Annex C

Annex A

| Percy Main Primary School Equality Objectives Action Plan 2016-2020 | | | | | |
|--|---|---|------------|--|--|
| Objective | Action | Responsibility | Time Scale | Success Criteria | Review/impact assessment |
| To improve progress for boys in writing | Use Read, Write, Inc as an intervention to narrow the gap. Greater opportunities for writing across the curriculum. Staff to focus on boys' performance during writing lessons providing texts of interest. Whole school consistent approach to planning for writing. | All staff | Ongoing | Boys' progress (expected and better than expected) in writing is in line with girls. | Boys' progress (expected and better than expected) in writing is in line with girls. |
| To challenge more able pupils effectively in core subjects | Identify academically more able pupils and create a register. Add identified pupils to Target Tracker. Identify pupils at the end of year 1 to focus on for year 2. KS2 pupils attend the G&T days within our cluster | All staff Academically able co- ordinators Maths and English co- ordinators | Ongoing | All staff have extension tasks prepared to challenge more able pupils. Chn independently access tasks. Selected pupils attend G & T days across LA | |

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| To increase awareness of and have in place processes to identify and remedy any incidences of bullying | Audit views of stakeholders through discussion and questionnaires Provide awareness training for staff Promote positive attitudes through 'Antibullying Week' Ensure staff know the reporting and recording systems, and strategies for dealing with incidences of bullying Safeguarding leader to monitor records | All staff SENCO Safeguarding leader Head Teacher Governors | Audit Spring term 2016 Antibullying week Autumn 2016 – continue annually. Parent view survey collected at parents evening. | Staff are aware of and recognise incidences of bullying, advocating for pupils with communication or cognitive difficulties where necessary. Display created following anti-bullying week. All pupils and staff know what to do if a bullying takes place. Systems are in place to record any incidents and records are monitored. | |
| The environment and the school building is safe and accessible for all groups of users | Plan for safe movement and access around building and outdoor areas. Create systems for identifying, and addressing, accessibility issues | SENCO (audit) Head Teacher Governors | Access Audit Summer term 2017 Ongoing | All staff and pupils have full access to all areas in the building. Using an Access Audit to identify and address accessibility issues. | |
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| <p>To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling</p> | <p>INSET training - growth mindset, self challenge and effective feedback. Children to choose own level of challenge and develop independence to move between challenges. Mixed ability learning partners which change regularly. Create school ethos that mistakes are good and opportunities for learning. Self, peer and adult feedback to improve work. Clear learning objectives and success criteria.</p> | <p>SLT – INSET training. All staff.</p> | <p>INSET Autumn 2017 Implement Autumn 2017 Ongoing</p> | <p>Children do not work in ability groups. Children are self- motivated to challenge themselves. Children realise that if they are getting everything correct, they are not challenging themselves and therefore not learning. A growth mindset is encouraged by whole school community. Pupils' rates of progress increase – especially children who previously made little or slow progress. Learning is evident within a lesson or across a period of time. A consistent approach throughout the school, evident from book scrutiny.</p> | |
|--|---|---|--|---|--|

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| <p>To promote positive attitudes to difference</p> | <p>Promote 'Autism Awareness Week' throughout the school. Racism workshops in KS2 led by 'Show Racism the Red Card'. Visit / observe 'special games' at local Sporting Village. Deaf awareness week 4-10 May – 'zip it' activities to appreciate what it is like living in a world without sound.</p> | <p>SENCO to organise 'Autism Awareness Week'. All staff.</p> | <p>Autism Awareness Week March 2018. (repeat annually) Racism workshops March 2018. PSHE SEAL lessons (ongoing)</p> | <p>Pupils' awareness and understanding of difference improved. Pupils' understanding of Autism and hearing impairment improved. A reduction in the number of racist incidents recorded.</p> | |
|---|---|---|--|---|--|

Annex B

Accessibility Plan 2019-2022

Section

1. Vision Statement
2. Aims and Objectives
3. Current good practice
 - Physical Environment
 - Curriculum
 - Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Percy Main Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Percy Main Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document may be used to advise other school planning documents and policies if relevant. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Percy Main Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Percy Main Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Percy Main Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy
- School Website

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be monitored through the Governor Finance and Resources Committee
- 11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: DW Bavaird _____

Date: 2 April 2020

2. Aims and Objectives

Our Aims are:

Increase access to the curriculum for pupils with a disability,
Improve and maintain access to the physical environment
Improve the delivery of written information to pupils and stakeholders

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability annually as part of the data collection process.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. The school continually works to improve the building and the outside environment for all pupils.

A disabled toilet has been installed on the ground floor of the Key Stage 2 area of the building.

A special raised shower has been fitted in the Nursery.

A walk-in shower is available in the Key Stage 1 area.

The school has undergone a wheel chair survey. No accessibility problems were highlighted in as far as gaining access to the building or making use of outdoor areas. However there is a problem in gaining access to Years 5 & 6 classrooms and the ICT Suite which are all located on the upper floor. Should the need arise locations of classrooms would be changed and a laptop, linked to the computer suite, would be provided for use in the classroom with the help of a teaching assistant.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils

with learning difficulties. Other issues affect the participation of disabled pupils, e.g: *bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.*

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The KS2 section of the school is a two storey building with one access point from outside. Access to the Upper KS2 teaching areas and ICT suite are via stairs.

Door widths

KS2 - All doors in the KS2 curriculum areas have door access up to a width of 32" however some doors leading to non-curriculum areas are slightly narrower. **KS1** – Door access to Year 1 and Year 2 classes is slightly narrower than the recommended 32". Wheelchair users can access the Year 1 class externally however the present Year 2 classroom has no external access.

Foundation Stage – Both Nursery and Reception classes have door widths of 32" and are fully accessible for wheelchair use.

Halls - Both the KS1 and KS2 halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available on the ground floor in the KS2 area.

The school has internal emergency signage and escape routes which are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority


Action Plan

Aim 1 : To increase the extent to which disabled pupils can participate

| S OR RV | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---------------|--|---|-----------|----------------------------|---|
| | To liaise with Nursery providers to review Sept potential intake | To identify pupils who may need additional to or different from provision for Sept intake | Sept | HT EYFS leader | Procedures/equipment / ideas set in place by Sept |
| | To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | HT All subject leaders | All policies clearly reflect inclusive practice and procedure |
| | To establish close liaison with parents | To ensure collaboration and sharing between school and families | Ongoing | HT All Teachers | Clear collaborative working approach. |
| | To establish close liaison with outside agencies for pupils with on going health needs; e.g. children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | Ongoing | HT TAs Outside agencies | Clear collaborative working approach. |

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|--|---|---------------------------------------|--|---|
| To ensure full access to the curriculum for all children. | <p>Outside Play visits</p> <p>Employment of specialist advisory teachers</p> <p>CPD for staff and:</p> <p>A differentiated curriculum with alternatives offered.</p> <p>The use of alternative/appropriate assessments (eg P levels) to assist in developing learning opportunities for children and also in assessing progress in different subjects</p> <p>A range of support staff including training teaching assistants</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment</p> <p>Specific equipment sourced from occupational therapy.</p> | Ongoing | <p>Teachers</p> <p>SENCO</p> <p>Special school</p> <p>Ed Psych</p> | <p>Advice taken and strategies evident in classroom practice.</p> <p>ASD children supported and accessing curriculum.</p> |
| <p>Targets</p> <p>To finely review attainment of all SEN pupils</p> | <p>Strategies</p> <p>SENCO/Class teacher meetings/Pupil progress.</p> <p>Scrutiny of assessment systems</p> <p>Regular liaison with parents</p> | <p>Timescale</p> <p>Termly</p> | <p>Responsibility</p> <p>Class teacher</p> <p>SENCO</p> | <p>Success Criteria</p> <p>Progress made towards IEP targets.</p> |
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|--------------|---|---|--------------------------------|---|--|
| W V RV | To monitor attainment of Able, G & T pupils | <p>Policy and Able G & T list to be updated.</p> <p>Able G&T booster groups/activities</p> <p>Monitor Able G&T list</p> | <p>Ongoing</p> <p>Annually</p> | <p>Able G&T coordinator</p> <p>Class teachers</p> | <p>Able G&T children making proportionate progress.</p> <p>Achieving above average results.</p> |
| | <p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Wheelchair access</p> <p>Screen magnifier software for the visually impaired</p> <p>Features such as sticky keys and filter keys to aid disabled users in using a keyboard</p> <p>Giving alternatives to enable disabled pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p> | Ongoing | Whole school approach | <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |
| | Targets | Strategies | Timescale | Responsibility | Success Criteria |

| | | | | | |
|---|---|--|---|--|--|
|  | To evaluate and review the above short and medium term targets annually | See Above | Annually | SMT, Core curriculum coordinators Governors | All children making good progress |
| | To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually Termly SEN Governor/SEN CO meetings | SENCO SMT/SEN Governor | Governors fully informed about SEN provision and progress. |

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| SHORT TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|------------|---|--|--|--|---|
| | Improve physical environment of school environment | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing | SMT | Enabling needs to be met where possible. |
| | Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas. | Ongoing | Teaching and support staff | Lively and inviting environment maintained. |
| | Ensuring all with a disability are able to be involved. | Create access plans for individual disabled children as part of IEP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs, and ensure they are met in all events. | With immediate effect, to be constantly reviewed | Teaching and support staff | Enabling needs to be met where possible. |
| | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Head Teacher SBM Occupational health | |

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| | Ensuring disabled parents have every opportunity to be involved | Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents | With immediate effect to be constantly reviewed (School context) | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education. |
| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| MEDIUM TERM | To improve community links with the wider community | School to continue to have strong links with schools in North Tyneside Authority | Ongoing | SMT All Staff | Improved awareness of disabilities/the wider community of North Tyneside and the world and their needs Improved community cohesion |
| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| LONG TERM | Continue to develop playgrounds and facilities. | Look for funding opportunities | Ongoing | Whole School Approach | Inclusive child-friendly play areas. |
| | To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages/letters/walk to school week. Bikeability for Year 6 children | Ongoing | PSHE coordinator SMT | No accidents |
| | To maintain accreditation of Healthy School Award and aim to achieve Enhance Healthy School Award | Continue to work towards Health Schools and Eco schools targets | 2019/2020 academic year | PSHE / Healthy School Coordinator Whole School approach | Achievement of award |

Aim 3 : To improve the delivery of information to disabled pupils and parents.

| SHORT TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|------------|---|---|-----------|--------------------------|---|
| | Parent with Hearing impairment | Regular communication with parents Interpreter provided for parents' eve/annual reviews | Ongoing | Class teacher SMT | Two way communication in place. |
| | To ensure all children with Autism Spectrum Disorders have access to the curriculum | Regular parental communication Individualised multi-sensory teaching strategies used for ASD children | Ongoing | All staff to be aware | ASD children able to access curriculum. |
| | To enable improved access to written information for pupils, parents and visitors. | Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. | | | |

| | | | | | |
|-------------|--|--|----------------------------------|---|--|
| MEDIUM TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To review children's records ensuring school's awareness of any disabilities | <p>Information collected about new children.</p> <p>Records passed up to each class teacher</p> <p>End of year class teacher meetings</p> <p>Annual reviews</p> <p>IEP meetings</p> <p>Medical forms updated annually for all children</p> <p>Personal health plans</p> <p>Significant health problems – children's photos displayed on staffroom notice board and school office. Info kept in separate file in school office.</p> | Annually | <p>Class Teachers</p> <p>SSAs</p> <p>Outside Agencies</p> | Each teacher/staff member aware of disabilities of children in their classes |
| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | <p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on SIMS/network/protected)</p> | Record keeping system to be reviewed. | Continual review and improvement | Assessment coordinator/SMT | Effective communication of information about disabilities throughout school. |

Annex C**Equality Impact Assessment**

| | | | |
|---|---|--|----|
| 1.Name of the change, strategy, project or policy: | | Single Equality Scheme Template and Guidance for schools | |
| 2. Name of person completing this form: | | Paul Stewart / Catherine Moore (School HR Advisory Service) | |
| 3. Has the policy/practice been assessed to consider any negative impact on the key groups? | | | |
| Yes - The main purpose of the introduction Single Equality scheme is to allow schools to meet their new legislative requirements in terms of the Equality Act 2010. | | | |
| 4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9. | | | |
| Equality Target Group (circle): | Negative impact – it could disadvantage | Reason | |
| Race | | | |
| Religion/belief | None None | | |
| Disability | None | | |
| Gender | None None | | |
| Sexual Orientation | none | | |
| Age | | | |
| 5 | | Yes | No |
| Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary. | | NA | NA |
| Is the impact intended? | | NA | NA |
| 6 Could you minimise or improve any negative impact? Use the space below to detail how. | | | |
| NA | | | |
| 7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality? | | | |
| NA | | | |
| 8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? | | | |
| Schools to identify actions (and include in their own action plan) as part of their implementation of the Single Equality Scheme. | | | |

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.

9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?

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| Schools to identify what gaps they have following their own consultation with equality target groups. | | | |
|---|-----|--|----|
| 9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? | Yes | | No |

Signed: **Date:**

