

Thorpe Willoughby Primary School

Single Equality Scheme

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 Headteacher	Date:11/5/15
Signed Chair of Governors	Date: 11/5/15

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.

School Aims Statements

We believe we are very fortunate to live in a society rich in different cultures, ethnic backgrounds, skin colours and The school's vision and values statement reflects the school's ambitions for all its pupils. 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. The school is committed to achieving the **Inclusion Quality Mark** and is aspiring to achieve progressively higher levels of this award.

Our school aims set out what we hope to achieve for all our children, which include children with disabilities. We recognise that all staff have joint responsibility for the children in our school.

School Aims Statements

The staff, children and governors have jointly agreed the following statement of aims for the school: -
To this end we shall "At Thorpe Willoughby School we aim to encourage and support the children to help them become happy, self motivated individuals who can achieve the highest standard of which they are capable from the range of opportunities we provide."

The children, staff and Governors created our school motto and agreed that
'It's our time to shine'

The school statements also embrace 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. The school is committed to achieving the **Inclusion Quality Mark** and is aspiring to achieve higher levels of this award.

Equality Objectives 2014-17

- To maximise progress of all individual pupils, especially those within vulnerable groups
- To ensure our provision is accessible to a wide range of needs
- To prepare our pupils for life in wider society and prepare them for life in modern Britain.
- To actively challenge stereotypes, sexism, homophobia etc

Indicators of progress towards meeting objectives

- Pupil progress meetings indicate that the focus on individual tracking is identifying pupils in danger of underachievement and that links with the SENCo and the C&I team are then impacting positively on provision
- The school has provided ramped access and disabled parking
- Opportunities seized to prepare children for life in modern Britain.

What kind of a school are we?

School Vision and Values

The 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. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

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

Factors of the geographical location of the school:-

We are a community primary school that serves the village of Thorpe Willoughby and the surrounding areas. We are well established and have a good reputation locally as a successful and improving school. There are currently 263 pupils on roll, 128 boys 135 girls. There is a rising role, the school oversubscribed in FS 2007, 2008, 2010 ,2012 ,2015.

This is reflected in our intake with 22% of our children who attend live outside the ward in which the school is located. 7.6% children are on Free School Meals. This is lower than average. 94% of our children have indicated that they are Christian. English is currently the only language spoken at school, with some children having Polish as their first language. French is taught through the MFL. Although indicators, such as the index of multiple deprivation and FSM would suggest that our socio economic background is secure, this disguises the fact that there are significant issues with a minority of families.

As a consequence of the numbers on roll, the make up of the classes include a mixture of pure year groups and mixed classes. Staff have planned the curriculum as a team in order to ensure equality of provision for the year groups in different classes. Staff work in key phase groups with planning based around Foundation Stage, Key Stage 1, Year 3 and 4 and Year 5 and 6.

The children who attend this school derive from a wide family background, reflecting the diversity of the community. There are 11% of children from racial/ethnic groups in addition to those who are white and predominantly Christian. We are proud that these families choose our school as a consequence of our good working relationship and understanding of their culture.

The proportion of children who have special educational needs is 16%.

We are proud to be an inclusive school. Our policy and practice is to meet the needs of every child with a curriculum designed to meet the needs of all our learners. An instance of this was when a disabled child undertook his statutory tests with the support of a TA in a private, but supportive environment. The school's policy on statutory tests was not compromised. Our reputation as an inclusive school in successfully managing communication and interaction led to the Local Authority requesting we become an enhanced mainstream school. This means that our expertise is shared through in - reach and out reach services under the direction of our Teacher in Charge who was previously our SENCo. We have a communication supportive environment.

We have strong partnerships that enhance the provision that we provide for our children. The Thorpe Willoughby Child Care Centre on site provides pre school provision and other afterschool care. The strong partnership is much appreciated by our parents (96% thought that school staff visiting the Child care Centre prior to starting was helpful). Shared observations and assessments ensure seamless transitions into school.

Our school aims to be an integral part of the community. All stakeholders are committed to working in partnership to provide the best for our children and make school a happy and successful place for all.

Attendance: 95.3% attendance Sept 13- July 14. Gypsy Roma and Fairground Travellers attendance 71%. This is lower, reflecting their culture of travelling to work commitments and other cultural events.

Transition is a strength of our school as children settle quickly when they arrive. Our induction, mentoring - care, guidance and support for new pupils is a strength of our school. Pupils that are absent are given additional support as catch up or to plug and gaps.

The population of disabled pupils and staff at the school (using the breath of the DDA definition of disability: "A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities"); Children are identified on the SEN register and currently one member of staff has made known a disability. The school's admission policy is in line with the LA policy. Following our SEN policy the school will make reasonable adjustment in line with required need as they arise. The school is a single storey building and has disabled access in a number of entrances. Two disabled toilets are also available. Information for disabled pupils would be made available in a variety of formats. If specialist technology is required, the school can access LA support or would use its own budget if reasonable. We provide a communication supportive environment.

Significant awards: Healthy School, Leading Aspect Award for the Vital Role of Teaching Assistants, Active Mark, FMSiS, Inclusion Quality Mark. Achieved Rights Respecting School Level 2 December 2012

The staffing population includes one member of staff requiring adjustments through sight issues.

Thorpe Willoughby School is committed to equality of opportunity for all – this is integral to all appointments, pay, performance management, induction and professional development, and disciplinary processes.

The training taken to position the school well for the equality and diversity agenda.

Initial staff training has taken place with regard equalities issues and will continue to be planned via the Equality Action Plan.

6 staff have been trained through Team Teach – Restrictive Physical Intervention and all other staff have received RPI training from the LA..

Responsive medical training takes place as need arises eg: moving and handling for particular pupils, care plan training.

Several staff are also trained in working with type 1 diabetes.

SENCo network for SENCo..

Training for headteacher and Chair of Governors on Safer Recruitment

Inclusion Development programme (autism and dyslexia for full staff)

Specific training around needs of autistic pupils, children with hearing difficulties, epilepsy, cystic fibrosis and diabetes. Specific training about adults with impaired vision and guide dogs in school.

School provision

Examples of reasonable adjustments the school makes as a matter of course

The school plans all on-site and off site events as well as day-to-day provision bearing in mind a range of reasonable adjustments. Examples of this include provision of extra playtime supervisory staff to cover medical and behavioural need, snack/insulin packs, additional medical training, use of tinted backgrounds and coloured overlays. When developing the site, the governors plan carefully for the future, ensuring full access to all areas.

We are a communication enhanced school. Alternate communication signs are on display; the school website is enabled for high-contrast and text only usage etc.

The school behaviour policy clearly defines some pupils as not 'strictly following' set policy because of individual needs.

The school has a long history of provision for all areas of diversity. Having worked with Individual Education Plans for some time, the school has moved to a more provision-map based approach. Inclusion passports are produced for transition of pupils and for access/discussion with Education Psychologist and other Enhanced Mainstream Provision schools.

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

Pupil outcomes are at least expected for all 'vulnerable' groups. Extra-curricular provision is good and inclusive. For example additional staff accompanied residential visits to allow access to children with additional needs. We work hard to ensure that all pupils, whatever their needs are included in visits, residential and cluster extended schools activities.

Performance data is analysed at least annually, through use of RAISE Online. Current results indicate no trends in performance to raise concern through gender, ethnicity, faith background or other aspects of vulnerability.

Surveyed information (staff level, parental and pupil) is posted on our school website – indicating clearly that the school caters well for the outcomes of and is responsive to the needs of our pupils.

Pupil premium outcomes are posted on our school website.

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 the SLT 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 Development 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 Development Plan

People with specific responsibilities:

- The SENCo is responsible for maintaining a record of and sharing with all the staff those vulnerable pupils and how their needs will be met

- Mrs S Brown (Headteacher) is responsible for ensuring the specific needs of staff members are addressed
- Mrs J Ord (SENCo) is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff
- Mrs S Brown (Headteacher) is responsible for monitoring the response to reported incidents of a discriminatory nature
- Mrs S Brown (Headteacher) is responsible for co-ordinating the Inclusion Quality Mark submission over the next academic year

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 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

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, 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:

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

Mechanisms for involvement

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

- Exit interviews with pupils
- School council
- Pupil Voice interviews
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Annual Reviews
- Growing Up In North Yorkshire bi-ennial survey

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

- Exit interviews with staff
- Meetings with union representatives
- 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:

- Text to be inserted into key communications with parents:
"your support for your child's education is crucial to their progress. Please tell us if there are 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 FRIENDS' meetings;
- Feedback from adults using the school beyond the school day;
- Yearly workshops with parents on a particular theme.

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.

Making it happen

Action Planning

This scheme 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 and the impact assessment through the Inclusion Quality Mark has:

- 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
- the level achieved in the Inclusion Quality Mark
- discussions with the School Improvement Partner

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus.

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. This report will be made available as a separate document and in the school profile and school prospectus.

Contact us

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

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文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 formie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation

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

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."

What is discrimination?

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the schools provisions.

Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably. For example:

- A female pupil is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.
- A pupil with Asperger Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled pupil.

Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, such as A-level physics students, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

For example:

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

What is a 'proportionate means of achieving a legitimate aim'?

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.

Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice.

The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.

In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Discrimination arising from disability

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'. This is explained above.

For example:

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

Knowledge of disability

If you can show that you

- did not know that the disabled pupil had the disability in question, and
- could not reasonably have been expected to know that the disabled pupil had the disability

then the unfavourable treatment would not amount to unlawful discrimination arising from disability.

If your agent (someone who undertakes tasks on your behalf) or employee knows of a pupil's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow pupils to bring food into the classroom. The pupil has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

Relevance of reasonable adjustments

By acting quickly to identify and put in place reasonable adjustments for disabled pupils, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

Reasonable adjustments

You should be familiar with the reasonable adjustments duty as this was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

What is the reasonable adjustments duty?

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage

You owe this duty to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have any disabled pupils. You should not wait until an individual disabled pupil approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled pupils. By anticipating the need for an adjustment you will be best placed to help disabled pupils who come to your school. You are not expected to anticipate the needs of every prospective pupil but you are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different

kinds of disabilities. For example, while it may be appropriate for you to provide large print for a pupil with a visual impairment, you would not be expected to have Braille devices standing ready.

What is a substantial disadvantage?

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf pupil is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

The duty to change a provision, criterion or practice

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled pupils at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their pupils.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three pupils who will attend the conference. This places a pupil with a nervous system disorder at a significant disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that pupil to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

When is it reasonable for a school to have to make adjustments?

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.

For example:

- A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks. This is an example of an effective but easy reasonable adjustment.

Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage.

You should not expect disabled pupils to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with pupils and their parents in determining what reasonable adjustments can be made.

2.2 Harassment

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools provisions are:

- Disability.
- Race.
- Sex.

Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

Harassment related to a protected characteristic

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

For example:

A pupil from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a pupil suffering disadvantage that would constitute direct discrimination.

For example:

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

Sexual harassment

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

For example:

A sixth form female pupil is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

2.3 Victimization

Victimization is defined in the Act as:

Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

If you do treat a pupil less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the pupil (or parent or sibling) did and your treatment of them.

The less favourable treatment does not need to be linked to a protected characteristic.

For example:

A teacher shouts at a pupil because he thinks she intends to support another pupil's sexual harassment claim. This would amount to victimisation.

Who is not protected?

A pupil who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A pupil at an independent school with a grudge against his teacher knowingly gives false evidence in another pupil's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

Victimisation for actions of parents or siblings

You must not treat a pupil less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination.

A parent of a pupil complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation.

This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are pupils at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act.

If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the pupil will still apply, provided that the pupil did not act in bad faith.

For example:

A pupil makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The pupil's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith.

There must be a link between what the parent(s) or their child has done and you treating the child/sibling badly.

The child who is being treated badly does not need to have any of the protected characteristics.

The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

2.4 Obligations to former pupils

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a pupil. For example, if an ex-pupil asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-pupil, or because they at one time brought or supported a discrimination complaint against the school.

This obligation to former pupils would include the duty to make reasonable adjustments for disabled former pupils if they continue to be at a substantial disadvantage in comparison to former pupils without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a pupil.

For example:

A school sends an annual newsletter to former pupils and one former pupil who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment.

If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a pupil. These steps are explained in Section 6.

2.5 When are you responsible for what other people do?

Liability for employees and agents

As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents).

It does not matter whether you knew about or approved of those acts.

However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible.

It is important that you take steps to make sure your employees and agents understand that they must not discriminate against pupils, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled pupils.

Personal liability of your employees and agents

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools.

For example, a teaching assistant racially discriminated against pupil. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The pupil can still make a claim of discrimination against the teaching assistant.

However, if this was a case of discrimination on the grounds of disability, the pupil would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools.

If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances.

Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law.

But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true.

It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

Instructing and causing discrimination

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so.

Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result.

It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal.

Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a pupil on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the pupil can make a claim to a county or sheriff court.

The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

Aiding contraventions

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act.

However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible.

It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:-

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance>

Success Criteria

Impact on learners (including any data targets):

- Children at school action and school action plus to make good progress over academic year as a result of targeted interventions which are reviewed termly.
- Children with statements or EHCP to make progress within the limitations of their learning needs.
- Progress and attainment of G&T, SEND and Pupil Premium, – discussed and reviewed termly at pupil progress meetings.
- Remove or manage barriers to learning.
- Vulnerable children to be monitored half termly by SENCo.
- Challenge for all – to identify more able children – track and review termly.
- Use of Individual Provision Maps to meet needs in a more focused way.
- Using and understanding the new Education Health Care Plans, local/school offers and the personal budget.

Impact on staff CPD:

- Support staff appropriately deployed to match needs of learners.
- Staff make adjustments within classroom and curriculum to take account of cohort – QFT and embedded dyslexia provision.
- Maintain profile of importance of progress for all vulnerable groups of children including more able and SEND children.
- Integrate use of inclusion Passports and Individual Provision Maps into every day practice of class teachers and support staff.
- Prepare for budget changes around stated hours by ensuring all with more than 10 hours of support have Inclusion Passports.
- Looking at how we will manage SA and SA+ children now these groups are no longer part of the Code of Practice.
- Implement new 'Code of Practice' changes and the changes to funding with the new Education Health Care Plans.
- Prepare for any changes surrounding the 'personal budget' for those children with a EHC plan.
- P scales moderation

Impact on stakeholders:

- Termly meetings with SEN Governor.
- Open door approach with parents.
- Termly meetings with parents of children on SEND register.

Actions to achieve targets	Persons responsible	Start date	Review date	Resources and costs	Monitoring Person and Method	Notes on impact
<p><u>SEND</u> To use Inclusion Passports so they become part of evidence and recording impact of any class based support which is additional and extra to other children. Feedback to parents through termly meetings. Highlight use of these by EMS and Ed Psychologist and importance when asking for additional support from outside agencies. Raise issue of updating Inclusion Passports at end of every term at staff meetings.</p>	JO/AW to promote and lead all staff responsible for completion.	April 2015	To be reviewed at the end of each term; July, Dec, March.	Staff meeting time	JO/AW –selection of Inclusion Passports to read and monitor.	
<p><u>SEN Provision Mapping (whole school and Individual)</u> Termly review of Individual Provision Maps for SEND children. Targets need to be specific to move the children forwards with their learning. To be used when monitoring progress of SEND children. Evidence of this learning should be present in their books. HSLW to feed into these maps where appropriate. Highlight use of these by EMS and Ed Psychologist and importance when asking for additional support from outside agencies.</p>	JO/AW to promote and lead. All staff are responsible for completion.	Ongoing from February 15	To be reviewed at the end of each term; July, Dec, March.	Staff meeting time TLR time	JO/AW to check IPMs have been completed each term. IPM's read and monitored.	
<p><u>Support for individual children</u> Protocols for individual children to be shared with relevant staff and placed in staff files to ensure that any adult working with that child are aware of any specific (specialised) needs agreed for them.</p>	JO/SB/AW	April 15	Half termly	Leadership time / SENCO time	SB/ RIC to check.	

Actions to achieve targets	Persons responsible	Start date	Review date	Resources and costs	Monitoring Person and Method	Notes on impact
<p><u>Data Analysis</u> To use O-Track or school's own system to track the progress made by groups of children throughout an intervention. JO/KP/CS to analyse these results to check the value of the intervention. Devise tracking systems for interventions without specific systems .Observations of interventions to check the intervention is being followed as they were intended to be taught. Pupil questionnaires before and after the intervention takes place to check for more emotional factors. <u>P scales:</u> moderation internally. Ensure all understand system and how to assess</p>	SB/JO/KP/CS AW/NH	April 15 Sept 15	Each term April, June, Dec As the intervention runs	Leadership time/ SENCo time	JO / SB to group children and track their progress.	
<p><u>Identification Match for Intervention</u> To ensure correct interventions are in place, using past success as a measure. Work alongside staff to get an accurate picture of the needs of the child.</p>	JO Class teachers	April 15	Throughout the year as the need requires	SENCo time		
<p><u>Pupil Progress Meetings</u> Pupil Progress meetings termly to include discussion about data, provision, resources for pupil premium, SEND and G+T children. These are effective in making staff accountable for progress. Introduce a format for discussions so they are focused and progress driven. Carry out interviews so children's thoughts can be included in the meeting.</p>	CS/SU/AW/S B	July 15	termly	Leadership time	Feedback to LT	
<p><u>Disadvantaged Children</u> To increase and maintain the achievement of disadvantaged children. Monitor the impact of Pupil Premium children. Look at the introduction for new interventions to support children qualifying for the funding.</p>	JO/SB	April 15	Half termly	Dependant on the interventions used. Dependant on sharing costs with other schools.	SB/SB	

Actions to achieve targets	Persons responsible	Start date	Review date	Resources and costs	Monitoring Person and Method	Notes on impact
<p><u>Accessibility</u> To ensure that all children are fully included within school life. Making sure everyday provision is stated in the child’s Inclusion Passport so it is ‘the norm’ for the child. This will be especially important during end of key stage assessments. If the provision for that child is something we do every day, then that provision can stand during testing provided it is recorded, providing they will not gain an advantage over their peers. To ensure physical access is maximised and appropriate adjustments are made</p> <ul style="list-style-type: none"> • The physical environment: <ul style="list-style-type: none"> ○ Redecoration cycle – vision difficulties ○ ICT specialist access equipment • The curriculum: <ul style="list-style-type: none"> ○ Raise awareness towards equality disability, ethnicity, gender differences – specifically build into PSHCE curriculum threads ○ UK/Global Awareness dimension, linked Imwiko School, Zambia. This is the prepare children for life in modern Britain. 	<p>Leadership team</p> <p>SU</p> <p>SB/KP/CS</p>	<p>Summer term 15</p>	<p>Spring 16</p>		<p>NH</p>	

Actions to achieve targets	Persons responsible	Start date	Review date	Resources and costs	Monitoring Person and Method	Notes on impact
<p><u>To move our inclusion to outstanding</u></p> <ul style="list-style-type: none"> • To ensure case studies are up to date, detailing what school has put in place to support child. • Use of Briefing Paper to provide a summary of assessment procedures and evaluation of pupil's progress. • To ensure interventions are evaluated in terms of the value they hold through the accelerated progress made as a result of them. • To ensure Pupil Premium children are making progress. Monitor achievement and quality of interventions in place for group. • Support staff with SEN CPD and monitor impact of this. • Keep an evidence bank of observations – quality of teaching. • To hold staff accountable for the in class provision they are providing for SEND children. • To support and challenge staff where under performance is evident. • To monitor how effective our systems of communication about SEN pupils are. • To liaise with SEN Governor to create a shared vision for Inclusion. Ensuring they are up to date on relevant information. • Work with parents and children to ensure pupil voice is heard and represented in all aspects of SEN/Inclusion 	SLT	April 15	Reviewed every term		LT	

Evaluation arrangements

The plan will be reviewed termly with the SENCo and TiC and then at end of year to include judgements against cost effectiveness and value for money against budget share spent.
Cost effectiveness and value for money