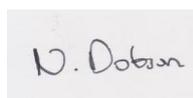


Single Equality Scheme:

Bolton-on-Swale St Mary's CE Aided Primary School

Updated March 2019

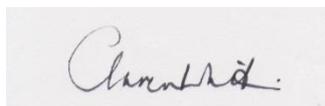
Signed:



Headteacher

Date 11.3.19

Signed:



Chair of Governors

Date 11.3.19

Review due: March 2023

Introduction

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 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.

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 below)

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. 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.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at:

<http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

What kind of a school are we?

School Vision and Values

Our Mission Statement

'Developing the Whole Child'

At St Mary's Bolton-on-Swale we work to make our children feel safe, nurtured and to enjoy school. Children are encouraged to make positive contributions, show mutual respect, including a respect for a belief in God, and to strive to achieve their full potential – that in so doing they will be prepared for future life.

We aim:

1. To help pupils develop lively, reflective, enquiring and creative minds; the confidence to question and the ability to debate rationally.
2. To help pupils acquire knowledge, skills and training relevant to adult life and employment in a rapidly changing world.
3. To help pupils to receive challenging, stimulating, worthwhile and enjoyable experiences in the belief that living fully at every stage of development is a sound preparation for adult life.
4. To help pupils develop an appreciation of education as a life-long and enjoyable process.
5. To help pupils to develop logical thought and appropriate communication and information skills in a world of rapidly changing technologies.
6. To help pupils gain understanding of and respect for religious and moral and spiritual values; tolerance of other groups, races, religions and ways of life, relationships and points of view.
7. To help pupils develop a concern for the quality of their immediate environment and to understand the world in which they live and work, and the interdependence of individuals, groups and nations.

8. To help pupils to develop an awareness and appreciation of human achievements and aspirations.
9. To help pupils, through hard work, commitment and self-discipline, to achieve the highest standards of which they are capable.
10. To help pupils in the development of their own individuality and independence, enabling them to discover and recognise their own strengths and limitations and set their goals realistically.

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

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> 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 is committed 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:-

- Bolton-on-Swale St Mary's Church of England Aided Primary School serves a semi-rural community including the villages of Scorton, Ellerton, and Catterick Village
- The school is the only Church of England Aided Primary School in the Richmond cluster of schools. SIAMS Inspection (January 2016) judged the school to be 'outstanding'. Self-evaluation currently judges the school as 'excellent' using the new SIAMS framework. Christian values and ethos underpin the life of the school. The school has a genuinely warm and welcoming atmosphere and is recognised by all stakeholders as an inclusive and caring school family.
- The school currently has 110 pupils on roll (17 FS, 32 KS1, 60 KS2), organised into 4 classes. Pupil numbers have increased from 103 at last inspection and the school is full to capacity.
- Pupils come from a range of social and economic backgrounds, with a proportion of farming families and 18% of children from Service families. Due to location some families are quite geographically isolated; reflected in issues such as unreliable internet access; lack of mobility and access to services if they have no car.
- Pupil profile; 11% of pupils are on the Special Needs Register. 97.7% of pupils' ethnicity is recorded as White British. 0% pupils have EAL. 29% of pupils are in receipt of Pupil Premium Grant (including 18 Service children). 8% of pupils are eligible for FSM or Ever6; 3% of pupils are post LAC.
- Attendance is good; 96.8% for the academic year 2017/18. There is a culture of high expectations around attendance underpinned by a rigorous and thorough system of communication with parents.

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

Staff receive regular first aid training including paediatric first aid. They are trained to administer medication; epi pen, epilepsy, asthmas, diabetic injections as required for the children currently in school; such training is regularly updated and adapted to meet the needs of children and staff

Staff have undergone Restrictive Physical Intervention Training (Autumn 15). New staff are updated regularly; weekly updates in staff meetings around the needs of particular children. Whole staff training on Dyslexia Quality mark in Spring Term 2014 with updates on other SEN needs on a regular basis.

Governors and staff have taken part in Safer Recruitment training.

School provision

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

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.

The website is available in braille and audio on request and translates into other languages.

The school is committed to a Dyslexia friendly environment, reflected in displays, reasonable adjustments, design of visual aids such as PowerPoint, availability of coloured overlays.

Support is provided for parents with dyslexia, when filling in forms, using the website.

The Behaviour Policy actively reflects the differing needs of pupils and adjustments made to handling behaviour to meet their needs.

The school regularly creates provision maps for different areas of need (e.g. dyslexia, behaviour, autism, speech and language). This provision is recorded in individual provision maps (IPM) and as appropriate, Inclusion Passports. The school consults each pupil and involves them fully in planning their inclusive provision. Parents and all involved in the care of the pupil are always consulted.

The school works closely with parents to take account of the needs of particular families and reasonable adjustments are put in place.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment 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.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*)
- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*
- *the number of hate incidents reported and action taken to address any concerns*
- *the impact of the use and impact of specific individual budgets, e.g. Pupil Premium Strategy Report*

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2013-2022 are:

Equality Objectives 2019-23

- increasing the extent to which disabled pupils can participate in all aspects of the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils, parents/carers and visitors can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

We have identified these objectives because:

- we currently have children with physical disabilities in school
- we currently have children and parents/carers with dyslexia needs in school
- we are aware that our school environment can be overcrowded and physical space to meet the needs of those with disabilities can be challenging to find

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see attached)

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- 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 all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- 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 and progress towards the equalities objectives;
- 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 and equality objectives 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 and equalities objectives;
- 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;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

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 (named):

- **Paula Reynolds SEND Co-ordinator** is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- **Nicola Dobson Headteacher** is responsible for ensuring the specific needs of staff members are addressed;
- **Nicola Dobson Headteacher** is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- **Nicola Dobson Headteacher** is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- **Clare White SEND Governor** is the governor responsible for publishing the SEN information report

Parents/Carers will:

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

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- 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 and the equalities objectives, 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 and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities of the Diocesan Education Team for the Diocese of Leeds.
- the 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 objectives and action plan:

- Exit interviews with pupils
- School council
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination
- Individual interviews with pupils experiencing reasonable adjustments
- Growing Up in North Yorkshire Pupil Survey

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

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

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
- Feedback through the Governing Body meetings
- Feedback through the Friends of the School meetings;

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. 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

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.(5.27 DfE Equalities Guidance May 2014)

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 (schools could use 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 and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

Reporting

This Scheme and equalities objectives will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be on the school website

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be on the school's website.

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

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

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

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

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review

See <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an accessibility plan.

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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

Contact us

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

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Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Tel: 01609 532917

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

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



Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and

eliminate unlawful discrimination;

- Education and Inspections Act 2006, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>



Bolton-on-Swale St Mary's CE Aided Primary School

Accessibility Action Plan 2019 – 2023

This plan is annually monitored by the Headteacher, SENDCo and SEND link governor – review due September 2020

Purpose of Action Plan

This plan shows how Bolton-on-Swale St Mary's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Refer also to our Single Equality Policy also.

1. Increase the extent to which disabled pupils, staff, parents/carers and visitors can participate in the school curriculum through improving access to all curriculum areas.

Success criteria:

- Raised confidence of all staff in strategies for differentiation and increased pupil participation.
- All staff aware of individual pupils' access needs.
- All children in school able to access all school trips and take part in range of extra-curricular activities.
- All children able to access PE and disabled children more able to excel in sports.
- Gradual introduction of disability issues into all curriculum areas.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of all staff in differentiating the curriculum for specific disability needs Undertake audit of staff training needs on curriculum access to meet needs of specific pupils Ensure staff training is in place to meet disability needs	Headteacher/ SENDCo	Spring 2019	Ongoing	Staff meeting time; training time and costs as required	SEND Governor and HT	Training already in place for Dyslexia, Medical needs as appropriate for current pupils, RPI, Speech and Language and Social Interaction

Ensure planning and risk assessments for trips take into account reasonable adjustments needed for disabled pupils to access the visit	Headteacher/ SENDCo/All staff	Ongoing	Ongoing	Non contact time to plan visits	SEND Governor and HT	Procedures already in place to meet a range of current medial/disability needs on visits
Review PE Curriculum to make PE accessible to all. Gather information on accessible PE and Disability Sports Review PE curriculum to include disability sports	PE Subject leader	Ongoing	Ongoing	Subject leader time and support	SEND Governor and HT	Further develop games introduced for Paralympics 2012 and awareness raised with key sports personalities. Resources purchased and training received for sit down volley ball
Review all curriculum areas to include disability issues. Include specific reference to disability equality in all curriculum reviews. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum and resources to address disability equality issues	Headteacher/ Subject leaders PSHCE Coordinator	ongoing	Ongoing	Subject leader time and support	SEND Governor PSHCE and HT	Awareness already permeates all areas of the curriculum; reflected in reading books and library resources.

2. Improve the environment of the school to increase the extent to which disabled pupils, staff, parents/carers and visitors can take advantage of education and associated services.

Success criteria:

- The physical environment of the school both inside and outside takes into account reasonable adjustments to improve accessibility as appropriate for individual pupil needs

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
<p>To review regularly the needs of all to ensure the environment meets their needs</p> <p>Liaise with other agencies and providers as children plan to enter school</p>	SENDCo	Ongoing	Ongoing	SENCo time. Possible equipment/adaptation costs	SEND Governor and HT	Disabled pupils needs are currently being met in school. Continue to plan and monitor for KS2 also.

3. Improve the delivery to disabled pupils, staff, parents/carers and visitors of information which is provided in writing for pupils who are not disabled

Success criteria:

-All reasonable adjustments are in place to support pupils when accessing the written word

-All staff are aware of how to make these adjustments and ensure they are in place

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
To ensure the school is dyslexia friendly for all; display materials, font used, coloured paper, PowerPoint design, coloured overlays, use of IT resources, information for parents and carers	SENDCo/Class Teacher	Ongoing	Ongoing	Purchase of dyslexia friendly resources. Ipads purchased Sept 19 to use Lexia and other apps for dyslexia support	SEND Governor and HT	All staff initially trained for dyslexia in January 2014; resources in place and in use. Training for all staff is regularly updated. Spring 2019 updated dyslexia training for SEND and English subject leader course attended. Oct 19 Liaison with feeder secondary school for use of IT/Lexia support for dyslexic pupils in Y5/6. Involved parents, Class Teacher, SENDCo and Secondary EMS staff.
Reading Intervention training for relevant staff	SENDCo	Oct 19	Dec 19	Cost of training. 3 days HLTA cover.	SEND Governor and HDT	Training booked for KS1 HLTA to attend Autumn 19.

