



Kellington Primary School

Title of Policy: **SINGLE EQUALITY
SCHEME**

Date
Reviewed:
SPR 17

Person Responsible:
HEAD/SLT

Frequency of Review: 1 YEAR

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.

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 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.

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 scheme 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.

This scheme 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

- To provide a broad & balanced curriculum, which encourages education to be seen as a fun and enjoyable learning experience for life.
- To enable each individual to achieve their full potential, build positive relationships and develop self confidence.
- To help everyone to feel welcome, included and safe in their environment.
- To establish friendly and supportive relationships between home and school, to enable children to progress and develop, according to their individual needs.
- To encourage everyone to lead a healthy lifestyle and strive for emotional and physical well-being.
- To equip each individual for their future, with the skills for learning, making choices and working with others.

Everyone at Kellington School should:-

- work hard and try their best
- aim high and celebrate their achievements
- feel that they are included, valued and respected
- feel happy, safe and secure
- show kindness and respect

Equality Objectives 2015-19

- Ensure TAs have access to specific training on disability issues through in-house staff training on SEN reforms
- Ensure all staff are aware of disabled children's curriculum access.
- Continue system of individual access plans for disabled children.
- School to update engagement with Inclusion Quality Mark
- To continue to raise children's awareness of prejudice and strategies to tackle within the curriculum
- Ensure all children participate equally in after school and lunch time activities.
- Survey participation in clubs at lunch and after school by disabled children.

Indicators of progress towards meeting objectives

- Staff questionnaires
- Pupil voice
- CPD records
- Lesson observations
- External feedback, e.g. LA Inclusion Adviser
- Club registers
- Evidence of progress towards renewing IQM

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.

Visions & Values Statement

At **Kellington Primary School** we aim to create a happy, healthy environment where everyone feels safe, valued and respected and learning is enjoyable and exciting.

All pupils have opportunities to develop as a whole person, gaining confidence, independence and knowledge through excellent teaching, which recognises personalised learning, enabling every child to succeed. We encourage children to be reflective and thus, understand and be proud of themselves as individuals and as learners.

We aim to establish effective partnerships between pupils, parents, staff, governors and the wider community, where contributions are welcomed and valued, within a nurturing, supportive environment.

Together, we aim to equip pupils with the necessary life skills, enabling them to become happy, caring and responsible citizens, able to make informed choices and prepared to make a positive contribution as they take up their roles within an ever changing world.

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:-

ROLL

- Kellington Primary School is a smaller than average primary school serving the villages of Kellington and Beal, with some children from Knottingley and the outlying villages of Hensall, Whitley, Pollington, Great Heck, Birkin, Kellingley, Brayton, Drax and Eggborough.
- Smaller than average primary school.
- Lower than average amount of SEN pupils.
- The school mobility factor shows that there is an average pupil turnover compared to national
- The school's deprivation factor is lower than average, ie fewer families live in a deprived environment than the national average.

STAFFING/LEADERSHIP

- There are currently 4 classes.
- Classes consist of a Nursery/Reception Foundation Unit, Y1/2, Y2/3/4, and Y4/5/6. Class sizes average 27 children.

The population of disabled pupils and staff at the school

- "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"
- In school we have children and staff who have a range of disabilities, including: ASD, asthma, dyslexia, ADHD, hearing impairments, visual impairments, allergies and Apert syndrome.

The nature of the school intake in the future (bearing in mind the anticipatory requirement of the DDA).

- Our school is an inclusive school. We achieved an 'establishing' grade on the NYCC IQM in November 2012, and strive to welcome pupils with all manner of disability.

Gender

- 55% are boys and 45% are girls.

The ethnic composition of pupils and staff

- Below average amount of pupils from minority ethnic groups (school 6%, national 28.7%) and with English as an additional language (school 2.7%, national 18.1%).
- All staff are white British.

Languages spoken at the school

- One pupil is bi-lingual Russian, one is bi-lingual Chinese and one pupil's first language is Polish.

Free School Meals

- Amount of children eligible for free school meals (9%) below national average (26.7%) – Spring 2017.

Special Educational Needs (SEN)

- Currently there are 9 pupils receiving SEN support, 1 pupil with a statement of SEN and 1 pupil with an EHCP.

The nature of the school and site regarding access

The school is built on one level and has good access via several external doors. A ramp may be required to allow for wheel chair access should it become necessary. See Accessibility plan for further information.

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

- Staff have access to NYCC learning network where courses are advertised. Staff take responsibility for their own training needs but having attended a course provide feedback to the rest of the staff.
- The Inclusion Manager attended training on meeting the medical needs of pupils. Teaching and Teaching Assistant staff had Restrictive Physical Intervention training in 2016.
- Staff and governors are aware of appropriate language.
- SEN updates are given regularly at both staff meetings and governor meetings.
- Staff working with two individual pupils with specific medical needs had training in 2015/16 and all staff have had specific training on the use of medication for a pupil with allergies.
- The Inclusion Manager has completed the National SENCO Qualification and a PGC in Inclusion and Vulnerable Learning.

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.

Inclusion Passports and Individual Provision Maps

All children with SEN have a document called "My Learning Plan". This is developed by the class teacher and Inclusion Manager and includes personal information along with information about how the child's needs are supported in school.

How the school involves pupils in planning provision

As part of teacher's planning, pupils opinions about what they would like to learn is taken into consideration.

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. 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.

Analysis of outcomes is carried out in various ways including:

- analysis of end of key stage results;
- achievements on extra-curricular activities;
- attendance data;
- exclusion data;
- participation on school trips;
- participation in extended school activities;
- Pupil voice surveys, parental feedback, staff health and wellbeing information.

For information related to the above see the SEF.

Roles and Responsibilities

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 (SEN Governor).
- 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 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:

- Diane Parker – Head Teacher
- Gemma Tomlinson – Inclusion Manager/Senior Teacher (currently on maternity leave)
- Ben Garland- Collins (secondment SENCO covering maternity leave – one day per week)

- Gemma Tomlinson, Inclusion Manager is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Diane Parker is responsible for ensuring the specific needs of staff members are addressed;
- Diane Parker and Gemma Tomlinson are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Diane Parker is responsible for monitoring the response to reported incidents of a discriminatory nature.
- Gemma Tomlinson, Inclusion Manager, & Sue Summers, SEN Governor, are responsible for publishing the SEN information report

Parents/Carers will:

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

School Staff will:

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

Pupils will:

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

Visitors will:

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

Involvement Processes

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

involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

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

Mechanisms for involvement

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

- Exit interviews with leaving pupils
- School Council
- Pupil Voice

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

- Regular staff meetings, including with specific groups i.e. MSAs and TAs, with specific agenda items;
- Individual discussions with staff as a part of performance management.

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Parent Questionnaires
- Parent Consultation meetings
- Parents' Working Party (no members at present)
- Termly meetings for parents with children with SEN

Action Planning

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 the SEF, SDP and Accessibility Plan.

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

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus, school website.

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, the school prospectus and on the school's website.

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

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

Contact us

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

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

Essential Further Guidance

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

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

Equality and Human Rights Commission Guidance for schools

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

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

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

Equality Action Plan 2015-2017

KEY ISSUE
Improving access to the curriculum: (short term)

Success criteria

- Raised confidence of staff in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access 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
Ensure TAs have access to specific training on disability issues. a. In-house staff training on new SEN reforms	Inclusion Manager	Spring 2015	Summer 2015	Time	Inclusion Governor and HT	
Ensure all staff are aware of disabled children's curriculum access. a. Continue system of individual access plans for disabled children. b. Continue system for information to be shared with appropriate staff.	Inclusion Manager	From January 2015			Inclusion Governor and HT	

KEY ISSUE
Improving access the curriculum (medium term)

Success criteria:
- to ensure staff are equipped to challenge prejudice

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
Provide opportunities for children to meet and work with children visit places of importance in multicultural society	Plan trips to church, mosque, synagogue and temple relevant to children's curricular work. Visit to city with large multicultural population with specific focus.	From January 2015		Supplemented coach fares	Inclusion Governor HT	
To continue to raise children's awareness of prejudice and strategies to tackle within the curriculum	Through SEAL/PSCHE sessions	From January 2015			Inclusion Governor PSCHE subject leader HT	

KEY ISSUE

Improving access to curriculum (long term)

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons

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
Ensure all children participate equally in after school and lunch time activities. a. Survey participation in clubs at lunch and after school by disabled children.	Inclusion Manager/HT	From January 2015			Inclusion Governor and HT	
Ensure all staff have undertaken disability equality training. a. Set up Inset training for all staff and Governors on disability equality, explore support from Special Schools. b. Ensure new staff access similar CPD courses.	Inclusion Manager CPD Coordinator	January 2015	July 2016		Inclusion Governor and HT	
Develop links with Heatherwood special school to improve understanding of curriculum. a. Organise opportunities for staff to observe their curriculum areas at Heatherwood Special School.	Inclusion Manager/HT	September 2013	July 2015	n/a	Inclusion Governor and HT	Staff and children visited Heatherwood as part of an Autism project in 2014.
Develop system for involving TAs in curriculum planning. a. Establish joint TA/teacher planning opportunities. b. Set up system for joint TAs/teacher evaluations. (eg Learning Walks)	Inclusion Manager HT	January 2015	July 2016		Inclusion Governor HT	