



# FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

## EQUALITY AND DIVERSITY POLICY

**Member of Staff with responsibility for equalities:**

**Heather Whitfield**

**Member of Governing Body with responsibility for equalities:**

**Angela Murray**

Recommended by	J. Stillings
Approved by	Curriculum and Standards Committee
Current version number	2.3
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### CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2.1	March 2012	18.4.12	J.Stillings	Policy review in light of Equality legislation
2.2	March 2014	19.03.14	J.Stillings	To incorporate action plan and reflect change to a Governing Body from an IEB.
2.3	July 2015		L Le Marinel	Annual review cycle
2.4	October 2018	11.10.18	J. Stillings	Changes in personnel



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This policy subsumes and replaces all previous policies pertaining to equality: e.g. Racial Equality, Disability & Race Equality Schemes. It applies equally, where applicable, to adults<sup>1</sup> and children in school

**Related Policies:**

This policy is part of a whole school strategy to promote the inclusion of, and effective learning for, all pupils and should be read in conjunction with the following policies and documentation:

Policies		Statutory Information
Confidentiality Data Protection Good Behaviour and Anti-bullying PSHE / Citizenship Pupil Premium	Religious Education Safeguarding SEND SMSC Policy Supporting Pupils with Medical Conditions	<a href="#">SEN Report</a> <a href="#">The Prevent duty</a>

<sup>1</sup> Adults in any capacity working in school: paid staff, governors, volunteers and parents and carers.

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### 1. Legal framework

1.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender reassignment
7. Disability
8. Sexual Orientation
9. Religion or belief.

1.2 In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

1.3 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1.4 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### 2. Guiding principles

2.1 In fulfilling the legal obligations cited above, we are guided by nine principles:

#### Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today

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- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg autism, Aspergers syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

**Principle 2: We recognise and respect difference.**

Farnworth CE Primary School is set in a predominantly white, relatively affluent area. The wider community of Widnes is predominantly white and homogenous. This in very sharp contrast to the UK overall which has a far more diverse population and presents our children with some challenges as they grow up and move out of the area and mix with people from different backgrounds.

We have a small number of pupils from non-White British ethnic and European backgrounds and currently no children with English as an Additional Language. There are a small number of pupils with disabilities. A larger minority of children do not enjoy the same economic advantage as their classmates and with this have less first-hand experience of the wider world, and opportunities for out of school activities. The specific challenges to our school and the community in relation to equality are, therefore, particularly important.

Many children have had few opportunities to see and communicate with people with disabilities, different faiths and ethnic backgrounds. Children’s perception of people from different racial and ethnic groups is largely gained through the media. We recognise the need for vigilance in tackling discrimination, as well as our role in promoting tolerance and understanding towards all of human diversity. We also recognise our responsibilities under the Prevent Duty (Counter-Terrorism and Security Act 2015) and all staff are vigilant in their duty to protect children from the risk of radicalisation. Incidents of deliberate racial harassment are rare and are dealt with as very serious incidents, always following Local Authority guidance. The same procedure applies to other forms of harassment e.g. ridicule of a disability or economic status, homophobic language. In many incidents it can be a lack of maturity or attitudes and perceptions from outside the school (family, extended family and community) that leads to inappropriate remarks or actions. These are dealt with promptly, as are any other hurtful remarks, with the perpetrator supported in understanding that such remarks are wrong, hurtful and that they are accountable for it never happening again.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- economic or social disadvantage.

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**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural, social and religious backgrounds
- girls and boys, women and men.

**Principle 6: We aim to consult and involve widely**

We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We aim to consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural, social and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, social and religious backgrounds

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- both women and men, girls and boys
- homosexual people as well as heterosexual.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). See Appendices 1 and 2.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

**3. The curriculum**

3.1 As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSCE, Science, RE, Art and English);
- Develop an understanding of global citizenship through, for example, events such as Fair Trade Fortnight and curriculum topics such as Water.
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

**4. Ethos and organisation**

4.1 We ensure the principles listed in Section 2 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

**5. Addressing prejudice and prejudice-related bullying**

5.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Section 1:

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- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

5.2 We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## 6. Roles and responsibilities

6.1 The **Governing Body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the **Governing Body** has a watching brief regarding the implementation of this policy.

6.2 The **headteacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

6.3 The **deputy headteacher/SENDCo** has day-to-day responsibility for co-ordinating implementation of the policy.

6.4 The **leadership team is responsible for:**

- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these in detail to the headteacher
- monitoring the progress of minority group children, including those eligible for the pupil premium and from less economically affluent families
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

6.5 **All staff** are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in Section 2 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

6.6 **Visitors and Contractors** are expected to comply with the school's equality policy

## 7. Information

7.1 We ensure that the content of this policy is known to all staff and members of the Governing Body and, as appropriate, to all pupils and their parents and carers.

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**8. Religious observance**

8.1 We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

**9. Staff development and training**

9.1 We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**10. Breaches of the policy**

10.1 We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, Cheshire, Halton and Warrington Race Equality Centre (<http://www.chawrec.org.uk/>), the Police or other agencies as appropriate.

**11. Monitoring and review**

11.1 We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

11.2 In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to free school meals, disabilities and special educational needs; ethnicity, culture, language and gender.

11.3 The Governing Body will endeavour to ensure that all relevant policies reflect the school’s commitment to the principles of equality and that this commitment is reflected clearly in all its work.

11.4 All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

11.5 As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

11.6 Outcomes of monitoring and assessment will be reported to the Governing Body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

11.7 The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

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## APPENDIX 1

## Information showing the school has due regard for equalities

Information	Evidence available and how this can be accessed
<p><b>Data about the school population and differences of outcome*</b></p> <ol style="list-style-type: none"> <li>1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.</li>   <li>2. Our school has data broken down by SEN and disabilities. We follow DfE guidelines on recording disability in addition to Special Educational Need.</li>   <li>3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. Our school also uses data and other evidence provided by the local authority or available nationally, to help identify inequalities and the needs of particular groups.</li>   <li>4. Our school uses data and other information on inequalities of outcome and involvement when setting ourselves objectives for achievable and measurable improvements.</li> </ol>	<p>Our equality objectives from 1<sup>st</sup> September 2016 to September 2019 were based on the following data and other information: progress and attainment, attendance, engagement in after school activities, prejudice-related bullying incidents, and representation on decision-making groups such as the School Council.</p> <p>Information concerning the composition of our school is available, and if you would like to see it, please contact: Mrs Jannette Evans School Business Manager <a href="mailto:sbm.farnworth@halton.gov.uk">sbm.farnworth@halton.gov.uk</a></p> <p>For information concerning our SENDCo policies and provision please contact the school's SENDCo, Heather Whitfield.</p> <p>The school uses STATonline to track and analyse different groups. RAISE Online and Fisher Family Trust are also used to analyse pupil progress and attainment. Half termly pupil progress meetings take place involving the class teachers and senior leaders. At these meetings the progress and attainment of all pupil groups are monitored through use of the tracking profile for vulnerable groups. A Provision Map is in place to track provision for pupils with additional needs.</p> <p>Though not always consistently so, analyses show that outcomes for FSM pupils are generally lower than for non-FSM. Targeted support is in place to narrow the gaps thus identified.</p> <p><b>Residual actions:</b> Conduct annual review of Pupil Premium Strategy and ensure actions are implemented and reviewed.</p>

	Use STATonline to support identification of gaps in learning for SEN pupils and ensure these gaps are addressed through quality first teaching and, where appropriate, intervention.
<p><b>Documentation and record-keeping*</b></p> <p>5. There are statements of our school's responsibilities under the Equality Act in a range of school documents, e.g. our equality policy, our self-evaluation document, our school prospectus*, newsletters and occasional letters to parents, and on our school website</p> <p>6. There are references to our school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior management teams' meetings.</p>	<p>Our equality policy and other related policies are available on our website:  <a href="#">eSchools Policies page</a>  Other information can be accessed via the website landing page:  <a href="#">eSchools Home page</a></p> <p>Vulnerable pupils are discussed regularly at Governing Body meetings, staff meetings and senior leadership team meetings and targeted provision put in place.</p> <p><b>Residual actions:</b></p> <ul style="list-style-type: none"> <li>• Develop Inclusion Team (as per IQM Action Plan)</li> <li>• Ongoing: Prior to introducing important new policies or measures that may have an impact on equality, carefully assess the potential impact, positive or negative, and keep a record of the analysis and judgements that are made.</li> </ul>
<p><b>Responsibilities*</b></p> <p>7. A senior member of staff has responsibility for equalities.</p> <p>8. A member of the Governing Body has a watching brief for equalities.</p>	<p>If you would like to discuss equality matters please contact:  Heather Whitfield: <a href="mailto:deputy.farnworth@halton.gov.uk">deputy.farnworth@halton.gov.uk</a></p> <p>Angela Murray (Governor) has a watching brief for equalities (effective date: September 2017).</p>
<p><b>Staffing*</b></p> <p>9. Our school's programme of staff meetings and continuing professional development includes reference to equalities, both directly and incidentally.</p>	<p>Staff training is kept current in the area of equalities. There has been training provided on the following:  Prevent training September 2016  Pupil Premium Reviewer training  Specific medical needs  ASD strategies  Safeguarding  Religious Education (incl. Lancashire syllabus)  The school also works closely with external agencies, e.g. speech and</p>

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<p>10. Our school's practice in the recruitment and promotion of staff, both teaching and administrative, promotes equality of opportunity.</p>	<p>language.</p> <p>The school follows LA policy and guidance on recruitment. Safer recruitment training is kept current for any staff / Governors involved in recruitment.</p>
<p><b>Behaviour and safety</b></p> <p>11. Our school has clear procedures for dealing with prejudice-related bullying and incidents.</p> <p>12. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.</p>	<p>The SIMS behaviour management system is used to record incidents. Racist incidents are reported on a termly basis to the LA.</p> <p>Annual Induction questionnaires show that children are confident in joining the school.</p> <p>Spring term 2016 eSafety Parent Consultation. Vast majority of parents who responded (96 / 123) stated that they were satisfied that eSafety had a high enough priority in school and that they did not require any further input as a parent / carer.</p> <p>Pupil voice has been developed so that children are trained as eSafety Officers and Safety Officers.</p> <p><b>Residual actions:</b></p> <p>Ensure Safety surveys are conducted on an annual basis</p>
<p><b>Curriculum</b></p> <p>13. Focused attention is paid to the needs of specific individual or groups of pupils, e.g. children in care, pupils with SEN and/or disabilities, pupils learning EAL, pupils who are Travellers. There is extra or special provision for certain individual and groups of pupils as appropriate.</p> <p>14. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.</p>	<p>The school's Local Offer can be accessed via the following link: <a href="#">Local Offer</a>.</p> <p>The school achieved the Inclusion Quality Mark in June 2016. If you would like to discuss how we support children with additional needs, please contact the school's SENDCo, Heather Whitfield: <a href="mailto:deputy.farnworth@halton.gov.uk">deputy.farnworth@halton.gov.uk</a></p> <p>Examples of this include: PSHE, RE, values-led assemblies, Crucial Crew - workshop on bullying; annual participation in national Anti-bullying week and Internet Safety Day.</p>

<p>15. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.</p>	<p>EYFS celebrate different festivals such as Chinese New Year and Eid, reflecting the backgrounds of the children in the setting.</p> <p>There is an entitlement curriculum where each child is entitled to one trip and one visitor every term.</p> <p>There are strong links with the church (St Luke's), and EYFS have an introductory service there. We hold both the Church School Partnership Awards (1&amp;2).</p> <p>School trips such as the Year 6 residential trip to London provide opportunities for cultural development.</p> <p>Our comprehensive <a href="#">SMSC policy</a> provides detailed information on how SMSC is taught.</p> <p><b>Residual actions:</b></p> <ul style="list-style-type: none"> <li>• Develop an annual programme of participation in themed weeks / events promoting SMSC e.g. Disability Awareness Week, Black History Month, Refugee Week, Interfaith Week, Gypsy, Roma and Traveller Month.</li> <li>• Use Education Library Service to ensure curriculum materials in all subjects contain positive images of disabled people; gay and lesbian people; women and men in non-stereotypical gender roles; people from a wide range of ethnic, religious and cultural backgrounds Ensure displays show positive images.</li> </ul>
<p><b>Consultation and involvement</b></p> <p>16. Our school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, with regard to the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).</p>	<p>Examples of how we have consulted and involved parents and other people include:</p> <p>The weekly newsletter to parents includes a slip for parents inviting their feedback on issues raised in the newsletter or broader school issues.</p> <p>There have been a number of parental questionnaires on different themes e.g. eSafety, SEN.</p> <p>The thriving PTA is mindful of the requirements of the Equality Act and plan events accordingly.</p> <p><b>Residual actions:</b></p>

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	<ul style="list-style-type: none"><li>• Develop Inclusion Team (as per IQM Action Plan)</li><li>• Develop links with Sports Disability Partnership.</li><li>• Work with the School Council and Ethos team to establish pupil voice re equality issues</li></ul>
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### Farnworth CE Primary School Accessibility Plan 2016 – 2020

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Accessibility of Physical Environment  <b>Improve the quality of provision for children with specific emotional needs</b>	<ul style="list-style-type: none"> <li>Working in partnership with PTA, School Council and Mersey Gateway Project, develop Peace Garden and outdoor areas in terms of seating, quiet time and sensory stimulation</li> </ul>	Autumn 2016 – Summer 2017	PTA School Council fundraising Mersey Gateway project	Sue Houghton and Sharon Parr	Jackie Stillings
<b>Improve external playground areas for children with physical disabilities</b>	<ul style="list-style-type: none"> <li>Resurface playground area under external canopy to provide even walkway between classes</li> </ul>	Autumn 2016	DFC budget	Arcus Consultancy	Jackie Stillings
<b>Ensure physical environment is responsive to needs of children with additional needs</b>	<ul style="list-style-type: none"> <li>Handrails to be fitted at specific height in toilets as and where required</li> </ul>	Ongoing	Occupational Health	Site Manager	Heather Whitfield
Access to the curriculum  <b>Create effective learning environments for all.</b>	<ul style="list-style-type: none"> <li>Use Action Points from the IQM to continue to develop the inclusive environment of the school</li> <li>Develop an annual programme of participation in themed weeks / events promoting SMSC e.g. Disability Awareness Week, Black History Month,</li> </ul>	Autumn 2016 onwards	IQM Action plan Access to any training available Inclusion Team	Heather Whitfield Stuart Monteith Marcella Scully All staff	Heather Whitfield (SENDCo / IQM assessor)

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	<p>Refugee Week, Interfaith Week, Gypsy, Roma and Traveller Month.</p> <ul style="list-style-type: none"> <li>• Use ELS to ensure curriculum materials in all subjects contain positive images of disabled people; gay and lesbian people; women and men in non-stereotypical gender roles; people from a wide range of ethnic, religious and cultural backgrounds Ensure displays show positive images.</li> </ul>				
<p>Access to wider curriculum</p> <p><b>Increase participation in school activities.</b></p>	<ul style="list-style-type: none"> <li>• Ensure school activities are accessible to all students.</li> <li>• Broaden the range of extra-curricular activities to encourage participation of a greater number of children</li> <li>• Develop further links with Sports Disability Partnership.</li> </ul>	Autumn 2016 and ongoing	Leadership release time for PE co-ordinators	Jackie Stillings, Heather Whitfield, Gill Woolland, Louise Picton (PE co-ordinators) and Governor with PE remit	SLT
<p>Attitudes</p> <p><b>To promote positive attitudes to disability utilising feedback from pupil groups</b></p>	<ul style="list-style-type: none"> <li>• Develop procedures for finding out how pupils think and feel about the school, with regard to the concerns of the Equality Act</li> <li>• Further develop the PSHE and Citizenship curriculum to reflect disability issues</li> <li>• Involve local disability groups in assemblies and visits to</li> </ul>	Summer 2015 – Summer 2016	Leadership release time for PSHE co-ordinator and Collective worship co-ordinator	Jackie Stillings, Heather Whitfield, Stuart Monteith (Collective Worship co-ordinator)	SLT

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	<p>school</p> <ul style="list-style-type: none"> <li>• Take part in national projects and award schemes, e.g. the UNICEF Rights Respecting School award, Disability Awareness Week</li> </ul>				
<b>Information</b>	<ul style="list-style-type: none"> <li>• Conduct annual review of Pupil Premium Strategy and ensure actions are implemented and reviewed.</li> <li>• Use STATonline to support identification of gaps in learning for SEN pupils and ensure these gaps are addressed through quality first teaching and, where appropriate, intervention.</li> </ul>	Commencing Autumn 2016 – ongoing for life of Plan	Appropriate release time for Assessment leads	Jackie Stillings, Heather Whitfield, Amanda Fletcher, Joanne Dalzell	SLT
<b>Responsibilities and Staffing</b>	<ul style="list-style-type: none"> <li>• Develop Inclusion Team (as per IQM Action Plan)</li> <li>• Prior to introducing important new policies or measures that may have an impact on equality, carefully assess the potential impact, positive or negative, and keep a record of the analysis and judgements that are made.</li> </ul>	Ongoing throughout life of plan	Refreshments for team meetings	Heather Whitfield Inclusion Governor	SLT and Governing Body

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<p><b>Consultation and Involvement</b></p>	<ul style="list-style-type: none"> <li>• Ensure Safety surveys are conducted on an annual basis</li> <li>• Develop Inclusion Team (as per IQM Action Plan)</li> <li>• Work with the School Council and Ethos team to establish pupil voice re equality issues</li> </ul>	<p>Autumn 2016 onwards</p>	<p>Reprographics</p>	<p>Heather Whitfield</p>	<p>SLT</p>
<p>Impact Analysis</p> <p><b>Ensure all policies consider the implications of Disability Access.</b></p>	<ul style="list-style-type: none"> <li>• Before introducing important new policies or measures that may have an impact on equality, carefully assess the potential impact, positive or negative, and keep a record of the analysis and judgements that are made.</li> <li>• Analyse impact of Good Behaviour Policy, School Rules, Educational Visits, Home learning, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</li> <li>• Consult pupils and staff on any proposed changes.</li> <li>• Introduce new policies</li> </ul>	<p>Ongoing throughout life of plan</p>	<p>Leadership Team time to review policies.</p> <p>Development time for home learning section of the website.</p>	<p>Heather Whitfield and Leadership team</p>	<p>Governing Body and SLT</p>

## **Reasonable adjustments in the classroom: a check list**

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"> <li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li> <li>• Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class?</li> <li>• If you don't know how the disabled pupils' needs will/can be met seek advice from SENDCO, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.</li> </ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"> <li>• one to one peer support</li> <li>• collaborative teaming</li> <li>• group work</li> <li>• valuing difference of race, gender, ethnicity, disability or religion</li> </ul> <p>How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</p>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- timing,</li> <li>- variation of activities,</li> <li>- types of activities [concrete/abstract],</li> <li>- reinforcement of key ideas,</li> <li>- extension work</li> <li>- recall of previous work,</li> <li>- links to future work,</li> <li>- clear instructions.</li> </ul> <ul style="list-style-type: none"> <li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li> <li>• Are you able to access specially adapted equipment for some students to enable them to participate fully?</li> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> <li>•</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> </ul>	

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<ul style="list-style-type: none"> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT</li> </ul>	
<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• Does their use allow all children to be equally included in the class activities?</li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, table height</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>- visually impaired e.g. maximise residual sight, if touch can reach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, eg: sit on own</li> <li>- learning difficulties who need a lot of support, eg: next to peer supporter</li> <li>- short attention span, eg: distraction free zone</li> </ul> </li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, eg: stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b>  Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	

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<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"><li>• the allocation of teacher and support staff time;</li><li>• being listened to/paid attention to;</li><li>• being respected;</li><li>• achieving;</li><li>• interacting with their peers.</li></ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"><li>• Do you have a scheme for assessing the achievements of all?</li><li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?</li><li>• How will you involve pupils in assessing their progress?</li></ul>	