



Single Equality Scheme 2016-2019

Introduction

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

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

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities The definition of what constitutes discrimination is more complex. Provision for disabled pupils is

closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Signed _____ Headteacher	Date _____
Signed _____ Co-Chair of Governors	Date _____
Signed _____ Co-Chair of Governors	Date _____

Revised: April 2018
Review date: April 2019

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually.

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. OFSTED inspection may include the school's accessibility plan as part of their review.

School Aims Statements

- Ensure that a climate of respect is embedded within the school environment
- Foster positive and caring attitudes towards everyone regardless of background
- Provide a creative and challenging curriculum
- Develop confidence, self esteem and academic achievement
- Provide learning experiences that are tailored, balanced, varied and challenging
- Develop children's independence, allowing them to think for themselves
- Allow each pupil to reach his or her potential

Equality Objectives 2016-19

- To diminish the difference in performance of vulnerable groups
- To raise attainment in English and maths for vulnerable groups
- To anticipate the needs of incoming pupils from any new group
- To ensure that the needs of pupils with physical disabilities are met
- To raise the attendance of the whole school, including vulnerable groups

Indicators of progress towards meeting objectives

- The gap between vulnerable groups and other pupils is reduced
- Vulnerable groups achieve well in English and maths based on starting points
- New pupils settle into the school well and their needs are identified early on
- Pupils with physical difficulties can access all areas of the school and are included
- Attendance increases as a result of improved attendance from vulnerable groups

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.

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:-

Appleton Wiske Community Primary School is a small North Yorkshire village school at the heart of a vibrant community, serving a mix of privately owned property and social housing; the catchment area includes several neighbouring villages. The demographic is predominantly white British and attainment on entry is generally in line with the national average. Cohort sizes range from 5 to 16. Our school is proactive in offering culturally diverse learning opportunities in order to encourage tolerance and respect, and our promotion of fundamental British values and SEAL underpin our creative curriculum. As an active member of Appleton Wiske Children's Alliance, which includes the local pre-school, toddler group and childminder, we ensure the smooth transition and educational needs of children from 0-11. We have close links with local churches; clergy from four churches work with the pupils on a regular basis and lead collective worship, linked to our SEAL themes. Our school is also a member of the Swaledale Alliance and the Northallerton Small Schools cluster group, members of which work together to provide training and moderation opportunities for staff as well as collaborating closely to ensure the best provision for our pupils. The Head Teacher is active within the Swaledale Alliance having worked alongside other professionals to develop a Pupil Premium Review model for other schools. Our supportive Governing Body visit the school on a regular basis to monitor the provision, progress and outcomes of our pupils. We foster strong links between home and school and feel parental involvement is vital to ensure children achieve well. Parents support their children both academically and with the more social aspects of school life. We are privileged to have parents, grandparents and community members who regularly volunteer in our school. There is an active PTA which raises money throughout the year; the money raised is used to purchase additional resources and fund enrichment activities such as educational visits and visitors, ensuring all pupils have access to an enhanced curriculum. We value the spiritual, moral, social and cultural development of our pupils and ensure that they feel safe and secure at all times. We have achieved the 'Arts Mark', 'Healthy Schools' and 'School Games Gold' awards. The Head Teacher has been in post since September 2016. An upper Key Stage 2 teacher (English co-ordinator) has been in post since January 2017 and a lower Key Stage 2 teacher (NQT) was appointed in September 2017. The school has seen its numbers increase from 66 in September 2016 to 85 in September 2017 because of two successive years of high intake in Reception and the closure of a local primary school. These factors have had a significant and positive impact on our school. We have embraced this change and are fully prepared for our expanding role within the wider community. As a result of our higher numbers, we have increased from three to four classes (Reception, Year 1/2, Year 3/4, Year 5/6). The Governing Body secured additional funds through the LA to purchase resources and carry out improvements to the school building; as such, we appointed a new teacher and the school library has been converted into a classroom. The school offers wraparound care every day from 8:00 until 18:00.

Number on roll: 85 (April 2018)

SEND: 10.6% (9/85)

EHCP: 1.2% (1/85)

PP: 8.2% (7/85)

Absence 2016/2017:

Overall – 4.36%

Persistent Absentees – 2.6%

(See Attendance Folder for in depth analysis)

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

Staff are regularly updated on meeting the medical needs of pupils and attend any relevant training; Restrictive Physical Intervention training has been delivered in school and will be refreshed in Autumn 2018; termly SENDCO network training is attended and feedback at staff meetings takes place on a regular basis. Relevant SEND training is attended or delivered in house at staff meetings. A pupil progress staff meeting is held every term to update on pupil needs and training opportunities; governor training on fair recruitment practices has been attended by the head teacher.

School provision

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

Information is available in a variety of formats for disabled pupils & parents/carers.

The school is continually developing the school to create communication friendly/dyslexia friendly environments.

The school operates a differentiated behaviour policy.

Provision maps have been created for different areas of need (e.g. dyslexia, behaviour, autism).

School records adaptations to provision in individual/personalised provision maps.

School involves pupils in planning provision in particular during the creation of IPPM's.

School develops inclusion passports in collaboration with parents and pupils.

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.

- 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*

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities:

- N Clark is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- N Clark is responsible for ensuring the specific needs of staff members are addressed;
- N Clark is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- N Clark is responsible for monitoring the response to reported incidents of a discriminatory nature.
- H Patel (governor) is responsible for publishing the SEND 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 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 and action plan:

- *Exit interviews with pupils;*
- *School council;*
- *Twice yearly focus groups of pupils representing different social identity backgrounds;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Yearly open meetings representing a particular theme shared with the community and cluster of schools;*
- *Growing Up in North Yorkshire Pupil Survey*

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

- *Exit interviews with staff;*
- *Meetings with union representatives if appropriate;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*

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

- *Welcoming parents and the community into school so that they are critical drivers in policy development.*
- *Feedback through the Governing Body meetings;*
- *Feedback through FOS meetings;*
- *Parent questionnaire*

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

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 through the Inclusion Quality Mark has:

- clear allocation of responsibility;

- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

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

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- Discussions with the School Improvement Adviser
- 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 and 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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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: communications@northyorks.gov.uk



Equality Legislation 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)

<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 Plans

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	Progress RAG
Increase confidence of staff in differentiating the curriculum. a. Undertake audit of staff training needs on curriculum access, b. Assign in-service day to training identified e.g. dyslexia, differentiation, alternative recording, IDP.	SENCo Headteacher	March 2016	March 2018	None	Designated Governor	Staff training needs established in Performance Management meetings. Training days and CPD have developed staff skills.
Ensure TAs have access to specific training on disability issues. a. Use staff audit to identify TA training needs and inform Professional Development process. b. TAs to access relevant CPD courses each year.	SENCo	March 2016	March 2018	None	Designated Governor and HT	TA training needs discussed at Performance Management meetings in order to inform professional development opportunities. TAs accessing appropriate CPD as outlined in Performance Management meetings.
Ensure all staff are aware of disabled children's curriculum access. a. Set up system of individual access plans for disabled children. b. Set up system for information to be shared with appropriate staff.	SENCo	March 2016	March 2018	None	Designated Governor and HT	Individual needs of disabled pupils are being met – see IPMs. Regular staff updates. Information shared with appropriate members of staff.

KEY ISSUE

Improving access the curriculum (medium term)

Success criteria:

- All children in school able to access all school trips and take part in range of 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
<p>Ensure all school trips and camps are accessible to all.</p> <p>a. Develop guidance for staff on making trips accessible.</p> <p>b. Investigate new camp location that is accessible for next year.</p>	Headteacher EVC	March 2016	March 2019	Subsidised educational visits	Designated Governor	Staff have up to date understanding of educational visits. EVC Co-ordinator in post. Residential centres are accessible for all.
<p>Review PE Curriculum to make PE accessible to all.</p> <p>a. Gather information in accessible PE and Disability Sports</p> <p>b. Invite disabled sports people in for particular sessions.</p> <p>c. Review PE curriculum to include disability sports.</p>	PE Coordinator	March 2016	March 2019	Sports Pathway subscription	Designated Governor and HT	All pupils are included in sporting activities. Change 4 Life group – promotes sporting activities for less engaged pupils. Disabled athlete visited – Summer 2017 – inspired all.
<p>Review all curriculum areas to include disability issues.</p> <p>a. Include specific reference to disability equality in all curriculum reviews.</p> <p>b. Develop Personal, Social, Health and Citizenship Education curriculum to address disability equality issues.</p> <p>Have section on disability equality and curriculum access planning sheets.</p>	Headteacher Subject leaders PSHCE Coordinator	March 2016	March 2019	None	Designated Governor and HT	Curriculum policies and plans include all pupils – equality is highlighted as a priority. PSHE & C curriculum includes all pupils. Issues such as equality are discussed with the pupils. Barriers to learning are identified on planning proformas. Sports Games Gold Award for 2016-17.

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
Develop consistent approach to differentiation and alternative recording in school. a. Devise and consult on model school policy with good practice guidance. b. Organise INSET session to share good practice.	SENCo	March 2016	March 2019	INSET costs	Designated Governor and HT	Good evidence of differentiation. Pupils' needs are being met.
Ensure disabled children participate equally in after school and lunch time activities. a. Survey participation in clubs at lunch and after school by disabled children.	Head Teacher	March 2016	March 2019	None	Designated Governor and HT	Good participation in extra-curricular activities from disabled pupils. Evidenced through attendance of clubs.
Ensure all staff have undertaken disability equality training. a. Set up Inset training for all staff on disability equality, explore support from Special Schools. b. Ensure new staff access similar CPD courses.	Head teacher	March 2016	March 2019	CPD costs	Designated Governor and HT	Disability equality CPD – to do – Autumn 2018. CPD available to all new staff and current staff.
Develop system for involving TAs in curriculum planning. a. Establish joint TA/teacher planning opportunities. b. Set up system for joint TAs/teacher evaluations.	SENCo	From 2016	March 2019	TA time	Designated Governor and HT	Communication between teachers and TAs is good, ensuring pupils' needs are being met. Regular informal meetings. More formal planning meetings to be scheduled.

Appleton Wiske Community Primary School
Single Equality Scheme

Name	Position	Signature	Date
Neil Clark	Head Teacher		
Karen Hainsworth	Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Sarah Cousans	Class Teacher		
Paula Gudger	HLTA		
Helen Allen	GTA		
Nicki Guyll	GTA		
Jackie Loverock	GTA		
Sue Stainthorpe	GTA		
Karen Metcalfe	Senior Administrator		
Karen Curran	Admin Assistant		
Clare Moore	Club and Kitchen Assistant		
Daniel Hills	Club Assistant		
Chris Ring	Co-Chair of Governors		
Kate Green	Co-Chair of Governors		