



**Greenmeadow Primary School
Strategic Equality Plan
2024 – 2028**

Strategic Equality Plan agreed by Governors:

..... **(Signed by Chair)**

..... ***Date***

Scheme due for full review by 31st March 2028

Policy Review Dates:

Review Date : 31st March 2025 Signed by Chair.....

Review Date : 31st March 2026 Signed by Chair.....

Review Date : 31st March 2027 Signed by Chair.....

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1. Our Distinctive Character, Priorities and Aims

1.1 School Values

Our Mission Statement

“Inspire, Achieve, Dream, Succeed”

Our Aims

At Greenmeadow we:

- Provide a safe and stimulating environment where children are educated and nurtured and feel valued members of our school family.
- Inspire future minds to embrace lifelong learning.
- Prepare children to take their place as respected members of their community with a sense of respect for the wider world.

At Greenmeadow Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Greenmeadow Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our School

Greenmeadow Primary School is situated on the outskirts of Cwmbran. The original school was built in 1974 and was significantly extended in 2001. The school currently caters for 186 pupils aged between 4 and 11 years.

The catchment area is a mix of relatively prosperous and economically disadvantaged families. Approximately 32 per cent of its pupils are entitled to free school meals (FSM).

At present there are 4 children looked after (CLA).

The school has seven classes, three in phase one, two in phase two and two in phase three.

1.3 Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils; *for example, to identify pupils that need to go on intervention programmes.*
- monitor achievement data according to the various protected characteristics and action any gaps; *for example, tracking of CLA pupils, FSM pupils etc.*
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our Equality Objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means

- a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- The Torfaen equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 and Appendix 2**.

2. Responsibilities

2.1 Governing Body

The Governing Body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The Governing Body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school; *for example, the advertisement of appointments*
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the Governing Body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life; *for example all curriculum policies incorporate our whole school equal opportunities policy*
- Implementing school policies that ensure all teaching takes full account of the need to provide equal opportunities to children in respect of gender, race, and religion, the needs of the more able/talented and those children with additional educational needs
- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is Mrs Moses. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LA termly.

The Equal Opportunities Co-Ordinator is Mrs Moses. The Equal Opportunities Co-Ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

2.3 Staff – Teaching and Non-Teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information Gathering and Engagement

3.1 Purpose and Process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of Information Gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country. The school seeks the opinions of parents, carers, pupils and staff regularly through discussions, workshops, questionnaires and pupil voice.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination.

Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are listed in Appendix 2

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school can provide a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by March 2028.

Appendices

Appendix 1	Torfaen Equality Promise Objectives
Appendix 2	School Equality Objectives and Action Plan
Appendix 3	Current School Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace. This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. – (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.
(Executive Member For Resources)**

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Greenmeadow Primary School

Strategic Equality Plan 2024 – 2028 Equality Objectives and Action Plan

Equality Objective 1.				
Ensure that all policies and procedures are gender neutral.				
Our Research:				
In line with the Equality Act it is important to show that we are respecting the rights of all individuals.				
Information from Engagement:				
In line with legislation and guidance				
This objective will be judged to be successful if...				
All our policies and procedures are gender neutral.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	<ul style="list-style-type: none"> Revise all policies where there is a gender bias. 	CM	April 2024	To be reviewed ongoing

Equality Objective 2.				
Publish and promote the importance of the following policies:				
SEP to include:				
<ul style="list-style-type: none"> Equality Disability & Access Equal Opportunities & Cultural Diversity 				
Behaviour Management including Anti-Bullying				
Inclusion (ALN)				
Our Research:				
Not fully understood by parents/carers				
This objective will be judged to be successful if...				
Parents/carers are fully aware of our commitment to the equality policies				
Actions:				
	Description	Responsibility	Start date	End date
2.1	Agree SEP and set dates for review	CM & Governors	1 Feb 2024	Annual reviews by 31 st March
2.2	Publish policies on school website	Office Staff	April 2024	Review annually
2.3	Share the details of our SEP with all staff and encourage questions and debate to embed understanding	CM	April 2024	Review annually
2.4	Communicate SEP and our objectives to parents/carers and ensure understanding	CM	April 2024	Review annually
2.5	Share the details of our SEP with pupils and encourage questions and debate to embed understanding	CM	April 2024	Review annually
2.6	Full review of SEP	CM & Governors	Sept 2027	March 2028

Equality Objective 3.

Raise awareness of Equality Issues amongst all stakeholders and to ensure the curriculum and learning environment reflects the diversity of our community in Wales

Our Research:

Statutory guidance on the Public Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’¹ In the school context we wish to extend this to include parents/carers, pupils and Governors.

From information we have gathered, we know that staff and Governors have had very little Equality training and that there is a need for this to take place.

Information from Engagement:

Staff have highlighted this as a concern.

Data Development:

N/A

This objective will be judged to be successful if:

- Staff, GB, /carers and pupils are aware of Equality issues.
- Staff and governors are aware of their statutory obligations under the Equality Act
- Basic training for all staff
- The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics

Actions:

3.1	Arrange updated Equality Training for staff and Governors	CM	April 2024	Review annually
3.2	Assemblies and PSE lessons to include Equality issues	All teachers	April 2024 ongoing	Review annually
3.3	Include in Display Policy	Display lead & all staff	April 2024	Review annually
3.4	Focus in planning sessions	All teachers	April 2024	
3.5	Inform parents about what action we take to manage equality issues.	CM	April 2024	Review annually
3.6	Children to listen to and have work centred around stories from other cultures.	All teachers	April 2024	Review annually
3.7	The school will mark different Religious festivals throughout the year, which will be used to teach pupils about other cultures, promote Race, Religion & Belief equality & foster good relations between people from different Ethnicities.	All teachers	April 2024	Review annually

SCHOOL ACCESS PLAN

The aim of this accessibility plan is to demonstrate how Greenmeadow Primary School intends to increase the accessibility to the built environment, curriculum and information.

The governors at Greenmeadow Primary School are fully committed to providing an inclusive environment for curriculum delivery for all pupils.

Aims and Objectives:

The plan aims to improve access to all aspects of education in a way to remove or limit the impact of existing barriers, widen the opportunities for all.

The Governing Body recognises its responsibilities under the legislation not to discriminate against disabled persons in their learning environment, not to treat disabled people less favourably and to make “reasonable adjustments” to avoid putting disabled users at a substantial disadvantage.

The plan focuses on three key elements and puts forward strategies in the short, medium and long term to meet these objectives.

The three key elements are:

- Improvements to increase access to the built environment
- Improvements to access the curriculum
- Improvements in the provision of information to all

BUILT ENVIRONMENT

School/Governing Body Audit

Statement	Evidence	Action Required
The layout of areas allows full access such as: Academic areas: eg classrooms, hall, library Sporting areas: eg gym, outdoor sporting facilities Social areas: eg dining hall, reception, common room Play areas: eg playground, wet play area	<ul style="list-style-type: none"> • Lift to upper level in building • Ramps to playgrounds • No steps into doorways • Parking permit issued for staff car park to parents/carers who hold blue badges for their children who attend our school 	<ul style="list-style-type: none"> • Monitor ongoing
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps.	<ul style="list-style-type: none"> • Lift to upper level in building • Ramps to playgrounds • No steps into doorways 	<ul style="list-style-type: none"> • Monitor ongoing
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	<ul style="list-style-type: none"> • Medical room in school with changing facilities 	<ul style="list-style-type: none"> • Monitor ongoing
Pathways around school are safe and well signed. Parking arrangements are logical and safe.	<ul style="list-style-type: none"> • Signage in place outside building giving clear directions • External lighting in place for safety 	<ul style="list-style-type: none"> • Monitor ongoing
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory.	<ul style="list-style-type: none"> • Audible alarm sounds throughout school 	<ul style="list-style-type: none"> • Seek advice if visual alarms ever needed
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	<ul style="list-style-type: none"> • None in place 	<ul style="list-style-type: none"> • Seek advice if tactile signs ever needed
Signs are uncomplicated and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	<ul style="list-style-type: none"> • In line with guidance 	<ul style="list-style-type: none"> • Monitor ongoing
All areas are well lit.	<ul style="list-style-type: none"> • Exterior lighting needs improvement 	<ul style="list-style-type: none"> • Discuss at Governors
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	<ul style="list-style-type: none"> • All classrooms have carpets & blinds 	<ul style="list-style-type: none"> • Monitor ongoing
Furniture and equipment selected, adjusted and located appropriately, leg height adjustable tables are available, low level sinks etc.	<ul style="list-style-type: none"> • Different height furniture to suit age of pupils in classrooms 	<ul style="list-style-type: none"> • Monitor ongoing

CURRICULUM ACCESS

School/Governing Body Audit

Statement	Evidence	Action Required
All teachers and class assistants have the necessary training to teach and support pupils with a range of disabilities.	<ul style="list-style-type: none"> • Good professional learning for teachers & TAs • Experienced TAs 	<ul style="list-style-type: none"> • Monitor ongoing
Classrooms are optimally organised for disabled pupils.	<ul style="list-style-type: none"> • Each room organised to suit needs of class 	<ul style="list-style-type: none"> • Monitor ongoing
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	<ul style="list-style-type: none"> • Differentiation in planning • Lesson Observations • Pupils' work • IDPs • Intervention programmes 	<ul style="list-style-type: none"> • Monitor ongoing
All pupils are encouraged to take part in music, drama and physical activities.	<ul style="list-style-type: none"> • School curriculum • Class timetables • Concerts etc 	<ul style="list-style-type: none"> • Monitor ongoing
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia.	<ul style="list-style-type: none"> • IDPS • Differentiated planning • Specialist audio equipment used when necessary with a pupil with hearing aids • Colour slides used for pupils with dyslexia 	<ul style="list-style-type: none"> • Monitor ongoing
All staff plan for additional time required by some disabled pupils to use equipment.	<ul style="list-style-type: none"> • Additional support given by TAs to pupils with ALN 	<ul style="list-style-type: none"> • Monitor ongoing
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport.	<ul style="list-style-type: none"> • IDPs • Additional support from TAs 	<ul style="list-style-type: none"> • Monitor ongoing
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	<ul style="list-style-type: none"> • Not in place currently 	<ul style="list-style-type: none"> • Monitor ongoing
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment.	<ul style="list-style-type: none"> • Special arrangements made for residential trip e.g. day time only • Parents / TA support on trips as necessary 	<ul style="list-style-type: none"> • Consider the needs of children identifying as a different gender to the one assigned at birth
All staff have high expectations for all pupils.	<ul style="list-style-type: none"> • Target setting documents • Tracking using Taith 360 	<ul style="list-style-type: none"> • Monitor ongoing
All staff strive to remove barriers to learning and participation.	<ul style="list-style-type: none"> • IDPs • Relationship plans • Liaise with LA to ensure extra resources given • Pupil centred plans 	<ul style="list-style-type: none"> • Monitor ongoing

ACCESS TO INFORMATION

School/Governing Body Audit

Statement	Evidence	Action Required
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	<ul style="list-style-type: none"> • None presently 	<ul style="list-style-type: none"> • Monitor ongoing
All written communication follows an agreed house style using an appropriate font and size, e.g. Arial/Comic Sans Serif size 12 or larger .	<ul style="list-style-type: none"> • Currently a variety of fonts used 	<ul style="list-style-type: none"> • School policy to use Arial 12
The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	<ul style="list-style-type: none"> • The school displays / distributes; <ul style="list-style-type: none"> • posters • leaflets • letters 	<ul style="list-style-type: none"> • Monitor ongoing
The school ensures that both in lessons and at parent meetings, information is presented in a user-friendly way, eg by reading aloud, using overhead projections/Powerpoint presentations etc.	<ul style="list-style-type: none"> • Updates website regularly using clear language • Powerpoint used in parent workshops and lessons • Interactive whiteboard used in lessons • Lessons monitored regularly • Text messaging system in use 	<ul style="list-style-type: none"> • Monitor ongoing