

Sherburn Hungate Community Primary School

## Single Equality Scheme

### Introduction

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

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

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

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

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

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

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

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

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

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

- Age\*
- Being married or in a civil partnership

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

The impact of this scheme is reported on annually.

Signed 	Headteacher	Date: 5 <sup>th</sup> February 2018
Signed C. Sutton	Chair of Governors	Date: 9 <sup>th</sup> February 2018

### **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. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

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

## School Aims Statements

We believe we are very fortunate to live in a society rich in different cultures, ethnic backgrounds, skin colours and religions. The school aims to promote positive attitudes to gender equality, cultural diversity and special needs of all kinds. We aim to educate, develop and prepare all our children for life. Prejudice and discrimination on the basis of colour, culture, origin, gender or ability is unacceptable. The school is committed to working towards equality of access, provision and treatment for all staff and pupils, regardless of race, culture, language, nationality, religion and other differences. We acknowledge the complexity of British society and recognise that it would be failing the children if it did not prepare them for their integral part in it. We aim to help our children make the most effective use of their talents, both for the benefit of others and to achieve self-fulfilment.

We believe and encourage therefore that each member of our school community;

- Feel happy and secure
- Feel able to work to their fullest capacity
- Feel respected as an individual who contributes positively to school life

And this applies to everyone.

The school's Mission Statement and Aims reflect the school's ambitions for all its pupils. They refer 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.

Riverside Community Primary School practices 'Early Intervention' in order to realise our vision.

The school statements also embrace the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and is aspiring to achieve higher levels of this award.

## Equality Objectives 2017-20

- To maximise progress of all individual pupils, especially those within vulnerable groups
- To ensure our provision is accessible to a wide range of needs
- To prepare our pupils for life in wider society
- To actively challenge stereotypes, sexism, homophobia etc

## Indicators of progress towards meeting objectives

- Pupil progress meetings indicate that the focus on individual tracking is identifying pupils in danger of underachievement and that links with the Inclusion Team etc are then impacting positively on provision
- The school has provided ramped access and disabled parking
- Annual diversity work build into anti-bullying month

## What kind of a school are we?

### School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

### 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:-**

Riverside Community Primary School is a large primary school (440 pupils) serving Tadcaster and the villages of Stutton, Towton and Newton Kyme. This school also takes from outside catchment including pupils from Thorner, Bramham and Wetherby. Socio-economic factors place the school approximately half way up the North Yorkshire index. The FSM population is low compared to both national and county averages. The school offers flexible nursery provision.

The school site is single storey though there is one area which has a short staircase necessitating alternate access to a few rooms. Disabled entrance parking and ramps were installed during the Spring of 2011. The school has a full hygiene suite complete with hoist and shower.

Both the pupil and personnel turnover is lower than average.

Governor support is full and active and governors are in place for several distinct roles including Inclusion. Most pupils who join the school remain at Riverside for the duration of their primary education.

The staffing population includes one member of staff requiring minor adjustments through hearing issues.

Riverside School is committed to equality of opportunity for all – this is clearly defined in the staff handbook and integral to all appointments, pay, performance management, induction and professional development, and disciplinary processes.

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

Initial staff training has taken place with regard equalities issues and will continue to be planned via the Equality Action Plan.

3 staff have been trained through Team Teach – Restrictive Physical Intervention

1 member of staff is trained to level 2 in BSL; a further 3 are trained to level 1.

Training around Inclusion issues is part of our standard induction procedure.

Responsive medical training takes place as need arises eg: moving and handling for particular pupils, care plan training

Annual update training for full-staff with regard use of epipens.

Several staff are also trained in working with type 1 diabetes.

SENCo network for Inclusion Manager, who is NASEN qualified.

Inclusion Team meetings approximately monthly

Training for headteacher, deputy, Inclusion Manager and Chair of Governors on Safer Recruitment

Inclusion Development programme (autism and dyslexia for full staff)

Specific training around needs of autistic pupils

### **School provision**

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

The school plans all on-site and off site events as well as day-to-day provision bearing in mind a range of reasonable adjustments. Examples of this include provision of extra playtime supervisory staff to cover medical need, snack/insulin packs, additional medical training, installation of a sound loop system in class, use of tinted backgrounds and coloured overlays. When developing the site, the governors plan carefully for the future, ensuring full access to all areas.

Alternate communication signs are on display; the school website is enabled for high-contrast and text only usage etc.

The school behaviour policy clearly defines some pupils as not 'strictly following' set policy because of individual needs.

The school has a long history of provision for all areas of diversity. Having worked with Individual Education Plans for some time, the school has moved to a more provision-map based approach. Inclusion passports are produced for transition of pupils and for access/discussion with Education Psychologist and local Enhanced Mainstream Provision schools.

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

### **Outcomes for pupils**

Outcomes for pupils are analysed against social identity issues, ie 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.

Pupil outcomes are good for all 'vulnerable' groups. Extra-curricular provision is good and fully inclusive. All pupils, whatever their needs are included in visits, residentials and cluster extended schools activities. After considering appropriate and reasonable adjustments, if a child would need to be left out of a visit, then this visit is curtailed.

Performance data is analysed at least annually, through use of RAISE Online. Current results indicate no trends in performance to raise concern through gender, ethnicity, faith background or other aspects of vulnerability. Surveyed information (staff level, parental and pupil) is posted on our school website – indicating clearly that the school caters well for the outcomes of and is responsive to the needs of our pupils. Pupil premium outcomes are posted on our school website.

## **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:**

- The Inclusion Team are responsible for maintaining a record of and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Mr I Yapp (Headteacher) is responsible for ensuring the specific needs of staff members are addressed;

- Miss N Hunter (Inclusion Manager) is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff
- Mr I Yapp (Headteacher) is responsible for monitoring the response to reported incidents of a discriminatory nature;
- Mr I Yapp (Headteacher) is responsible for co-ordinating the Inclusion Quality Mark equality impact assessment.

### **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 opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- 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, 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, eg, gender forum, disability forum;
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustments;
- Annual Reviews;
- Growing Up In North Yorkshire bi-ennial survey

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

- Exit interviews with staff;
- Regular meetings with union representatives;
- 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:

- Text to be inserted into key communications with parents: *"your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."*
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults using the school beyond the school day;
- Yearly workshops with parents and local groups on a particular theme.

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

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 Partner.

### 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 and in the school's prospectus.

### 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. This report will be made available as a separate document and in the school profile and school prospectus.

## Contact us

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

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## Equality Legislation

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

### 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."

## What is discrimination?

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the schools provisions.

### Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably. For example:

- A female pupil is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.
- A pupil with Asperger Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled pupil.

### Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

### **Discrimination based on perception**

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

### **Discrimination because of pregnancy and maternity**

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

### **Indirect discrimination**

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, such as A-level physics students, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

For example:

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

## What is a 'proportionate means of achieving a legitimate aim'?

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.

Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice.

The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.

In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

## Discrimination arising from disability

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'. This is explained above.

For example:

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

## Knowledge of disability

If you can show that you

- did not know that the disabled pupil had the disability in question, and
- could not reasonably have been expected to know that the disabled pupil had the disability

then the unfavourable treatment would not amount to unlawful discrimination arising from disability.

If your agent (someone who undertakes tasks on your behalf) or employee knows of a pupil's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow pupils to bring food into the classroom. The pupil has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

### **Relevance of reasonable adjustments**

By acting quickly to identify and put in place reasonable adjustments for disabled pupils, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

### **Reasonable adjustments**

You should be familiar with the reasonable adjustments duty as this was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

### **What is the reasonable adjustments duty?**

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage

You owe this duty to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have any disabled pupils. You should not wait until an individual disabled pupil approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled pupils. By anticipating the need for an adjustment you will be best placed to help disabled pupils who come to your school. You are not expected to anticipate the needs of every prospective pupil but you are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate for you to provide large print for a pupil with a visual impairment, you would not be expected to have Braille devices standing ready.

### **What is a substantial disadvantage?**

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf pupil is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

### **The duty to change a provision, criterion or practice**

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled pupils at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their pupils.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three pupils who will attend the conference. This places a pupil with a nervous system disorder at a significant disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that pupil to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

## **When is it reasonable for a school to have to make adjustments?**

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.

For example:

- A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks. This is an example of an effective but easy reasonable adjustment.

Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage.

You should not expect disabled pupils to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with pupils and their parents in determining what reasonable adjustments can be made.

## **2.2 Harassment**

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools provisions are:

- Disability.
- Race.
- Sex.

Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

### **Harassment related to a protected characteristic**

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

For example:

A pupil from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a pupil suffering disadvantage that would constitute direct discrimination.

For example:

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

### **Sexual harassment**

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

For example:

A sixth form female pupil is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

### **Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex**

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

## **2.3 Victimization**

Victimization is defined in the Act as:

Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

If you do treat a pupil less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the pupil (or parent or sibling) did and your treatment of them.

The less favourable treatment does not need to be linked to a protected characteristic.

For example:

A teacher shouts at a pupil because he thinks she intends to support another pupil's sexual harassment claim. This would amount to victimisation.

### **Who is not protected?**

A pupil who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A pupil at an independent school with a grudge against his teacher knowingly gives false evidence in another pupil's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

### **Victimisation for actions of parents or siblings**

You must not treat a pupil less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination.

A parent of a pupil complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation.

This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are pupils at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act.

If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the pupil will still apply, provided that the pupil did not act in bad faith.

For example:

A pupil makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The pupil's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith.

There must be a link between what the parent(s) or their child has done and you treating the child/sibling badly.

The child who is being treated badly does not need to have any of the protected characteristics.

The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

## **2.4 Obligations to former pupils**

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a pupil. For example, if an ex-pupil asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-pupil, or because they at one time brought or supported a discrimination complaint against the school.

This obligation to former pupils would include the duty to make reasonable adjustments for disabled former pupils if they continue to be at a substantial disadvantage in comparison to former pupils without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a pupil.

For example:

A school sends an annual newsletter to former pupils and one former pupil who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment.

If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a pupil. These steps are explained in Section 6.

## **2.5 When are you responsible for what other people do?**

### **Liability for employees and agents**

As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents).

It does not matter whether you knew about or approved of those acts.

However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible.

It is important that you take steps to make sure your employees and agents understand that they must not discriminate against pupils, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled pupils.

### **Personal liability of your employees and agents**

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools.

For example, a teaching assistant racially discriminated against pupil. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The pupil can still make a claim of discrimination against the teaching assistant.

However, if this was a case of discrimination on the grounds of disability, the pupil would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools.

If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances.

Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law.

But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true.

It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

### **Instructing and causing discrimination**

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so.

Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result.

It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal.

Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a pupil on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the pupil can make a claim to a county or sheriff court.

The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

### **Aiding contraventions**

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act.

However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible.

It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:-

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance>

## **Overall Success Criteria**

Impact on learners (including any data targets):

- Children at internal and external support to make good progress over academic year as a result of targeted interventions and support which are reviewed termly or at the end of an intervention.
- Ensuring SEND children make at least 3 steps progress across the year.
- Children with statements and EHCPs to make progress within the limitations of their learning needs.
- Progress and attainment of G&T, SEND and Pupil Premium, – discussed and reviewed termly at pupil progress meetings and Inclusion Team meetings.
- Track the interventions children have had across their education.
- Remove or manage barriers to learning through QFT, Assistive devices and interventions.
- Vulnerable children to be monitored and tracked at half termly inclusion team meetings.
- Children who are 'at risk' of not making expected progress are tracked on a 'Spotlight' list. Discussed at every pupil progress meeting and are expected to be highlighted for additional classroom provision in support maps.
- Challenge for all – to identify more able children – track and review termly.
- Use of Individual Provision Maps to meet needs in a more focused way.
- Parents to be more involved in their child's provision through more rigorous and transparent communication between home and school.
- Understanding the personal budget.
- Converting statements to Education, Health, Care Plans under the LA's advice.
- Access and implement the training from the Closing the gap project and monitor its progress.

Impact on staff CPD:

- Support staff appropriately deployed to meet the needs of learners.
- Staff make adjustments within classroom and curriculum to take account of cohort – QFT and embedded Wave 1 provision in all four areas of need as outlined in the Code of Practice.
- Maintain profile of importance of progress for all vulnerable groups of children including more able and SEN children.
- Maintain profile of importance of progress of Spotlight pupils

- Integrate use of inclusion Passports and Individual Provision Maps into every day practice of class teachers and support staff.
- Use of the Short Note to ensure there is a 'paper trail' for all children.
- Prepare for any changes surrounding the 'personal budget' for those children with an EHC plan.

Impact on stakeholders:

- Termly meetings with SEN Governor.
- Open door approach with parents.

**ACTION RESEARCH QUESTIONS:**

Actions to achieve targets	Persons responsible	Dates	Resources and costs	Key performance indicators (KPI) - RAG	Evaluation	Monitoring	Notes on Progress + RAG
<p><b><u>Graduated Approach – Assess, Plan, Do, Review</u></b>  Once it has been decided to add a child to the SEND register, ensure parents/carers are met and a discussion is had around their child's SEND status and the provision that is being given as part of the Graduated Approach outlined in the Code of Practice. During this meeting parents should sign to acknowledged that they are aware that their child has been placed on the SEND register.</p>	JW	Whenever a child is given SEND status	Staff meeting time	<ul style="list-style-type: none"> <li>• Meet our statutory duty as outlined in the CoP of informing parents of their child's SEND status</li> <li>• Hold a paper trail/record of those with SEND status to ensure parents are aware</li> </ul>		JW attend a sample of these meetings	
<p><b><u>Parent consent to SEND register</u></b>  All parents of those children on the SEND register will be sent a letter to acknowledge that they are aware of their child's SEND status. This will be kept as part of their records.</p>	JW	Sept 2017	Paper	<ul style="list-style-type: none"> <li>• Meet our statutory duty as outlined in the CoP of informing parents of their child's SEND status</li> <li>• Hold a paper trail/record of those with SEND status to ensure parents are aware</li> </ul>		All to be signed and returned. JW to ensure this happens	

<p><b><u>SEND Provision Mapping (whole school and Individual)</u></b>  Termly review of Individual Provision Maps for SEND children. Targets need to be specific to move the children forwards with their learning. Parents need to sign that they have read, consented and received their own copy of the IPM. This should preferably be done during a parent's consultation session. Once signed by parents/carers and teachers, copied to NH until system is embedded. Parents and pupils should add their own thoughts on to the IPMs at the end of the review period.</p> <p>To be used when monitoring progress of SEND children. Evidence of this learning should be present in their books. Learning Mentors to feed into these maps where appropriate.</p> <p>Highlight use of these by EMS and Ed Psychologist and importance when asking for additional support from outside agencies.</p>	Class Teacher JW	Termly as a minimum		<ul style="list-style-type: none"> <li>• IPMs updated termly</li> <li>• Copy sent to parents and their feedback is noted on the IPM too to increase parent voice.</li> <li>• All kept on the server and will eventually form part of the hyperlinked SEND register with documentation form with all records held centrally.</li> </ul>		JW to monitor these are in place and are on the school server. Also copies given to JW	
<p><b><u>Letter accompanying IPM</u></b>  To draft a letter that clearly explains the Individual Provision Map so those parents who do not drop off/pick up their child from school, know and understand what they have received. This letter should accompany the first IPM of each year.</p>	Class teacher and JW	Termly		<ul style="list-style-type: none"> <li>• Letters sent home at the start of the year so parents fully understand the purpose of the IPM.</li> </ul>			

<p><b><u>Extended parents evenings three times per year</u></b>          To enable staff to give a rounded parents consultation which outlines everything expected of an average consultation and to fully go through the IPM and ensure parents/carers understand the provision being put in place. Invite SHS staff for specific year 5 and 6 parents who may find it useful to hear what SHS could offer their child?</p>	<p>MB/SLT/ Class teacher</p>	<p>Additional parents meeting in the Summer term</p>	<p>Staff meeting time</p>	<ul style="list-style-type: none"> <li>• To meet our statutory duty as outlined in the CoP.</li> <li>• From the SEND Parent questionnaires, they would like more progress updates.</li> <li>• This will be opened to Pupil Premium and SEND parents as vulnerable groups</li> </ul>		<p>JW to be available for these meetings if required</p>	
<p><b><u>Parent Voice</u></b>          Introduce annual or biannual questionnaires to the parents of our SEND pupils to gain their thoughts of the provision their child receives and any areas school can improve on.</p> <p>Parent focus/working party to be formed to look at the actions from the questionnaires.</p>	<p>MB/SLT</p>	<p>Summer 18</p>		<ul style="list-style-type: none"> <li>• Promote the questionnaires in newsletters and on the website etc.</li> <li>• Use questionnaire findings to improve school systems.</li> </ul>		<p>JW to form and lead on parent voice</p>	
<p><b><u>Pupil Voice</u></b>          Termly SEND pupil interviews, questionnaires, focus groups, pupil learning walks</p>	<p>MB/SLT</p>	<p>Spring 17 – ongoing termly</p>		<ul style="list-style-type: none"> <li>• To keep a record of pupil progress and pupil wellbeing</li> </ul>			
<p><b><u>Monitoring of Class files</u></b>          Are IPMs and Initial Needs lists evident and available in class files?</p>	<p>SLT</p>	<p>Termly</p>		<ul style="list-style-type: none"> <li>• Ensure relevant information is in place for anyone who may come into contact with SEND and vulnerable learners</li> </ul>			

<p><b>Case Studies</b> To initiate, maintain and update case studies (SEND, Medical, Pupil Premium + G &amp; T) termly to include data. Share with Inclusion governor and update termly. This is to show how individual children have been monitored and supported throughout their time at Riverside. Impact of provision will be shown and next steps will be demonstrated throughout the document.</p>	JW	Termly or when new information needs to be added		<ul style="list-style-type: none"> <li>• To keep a learning journey of a child's education, progress and provision.</li> </ul>			
<p><b>Data Analysis</b> To use Depth of Learning to track the progress made by groups of children throughout an intervention. JW to analyse these results to check the value of the intervention.</p> <p>Devise tracking systems for interventions through Pebbles.</p> <p>Observations of interventions to check the intervention is being followed as they were intended to be taught.</p> <p>Pupil questionnaires before and after the intervention takes place to check for more emotional factors.</p>	MB/JW/SLT	Termly or at the end of an intervention		<ul style="list-style-type: none"> <li>• To monitor the progress of SEND pupils</li> <li>• Move current systems to Pebbles if it can improve our current systems</li> <li>• Questionnaires used as a tool to inform progress of those that have made confidence progress but not academic progress</li> </ul>			

<p><b><u>Monitoring of Interventions</u></b> Current interventions to be monitored at least once per cycle to ensure the quality of provision.</p> <p>Intervention progress (before and after) on a spreadsheet is updated to show month gains etc.</p> <p>Intervention leaders write a brief summary of the effectiveness of the intervention for each child to be given to the class teacher. Alongside a meeting with them to look at DOL progress and general feedback. Class teachers to find a way of updating parents on intervention progress.</p>	<p>JW/Class teachers/all intervention deliverers</p>	<p>At the end of each intervention on cycle</p>		<ul style="list-style-type: none"> <li>• Parents would like more feedback after interventions (stated in the parent questionnaires), class teachers to take more responsibility for this.</li> <li>• JW use the intervention data to monitor it's effectiveness</li> </ul>			
<p><b><u>Intervention Feedback</u></b> At the end of each session the intervention teacher will hand over a postcard or another feedback tool to the class teacher summarising the objectives being delivered during that session and the progress the child/children have made. This is to be stuck into their Profile Books.</p>	<p>JW/Class teachers/all intervention deliverers</p>	<p>At the end of each intervention on cycle</p>		<ul style="list-style-type: none"> <li>• Tool to create a link between the class teacher and the person delivering the intervention so the CT is aware of what the child has done during the session</li> </ul>		<p>These should be evident in the pupil's Profile books. SLT to monitor</p>	
<p><b><u>Profile Books</u></b> The Profile book contains key information about the intervention a child has taken part in. All Profiles should contain before and after questionnaires, postcards summarising each session and a brief summary of the end intervention progress.</p>	<p>JW/Class teachers/all intervention deliverers</p>	<p>At the end of each intervention on cycle</p>		<ul style="list-style-type: none"> <li>• Evidence in the Profile books</li> </ul>			

<p><b>Short Notes</b> Each child in the school has a Short Note. This is a record of any communication a teacher has had with a parent regarding their child's learning or pastoral needs (not child protection issues). Especially if there have been concerns that a teacher is concerned about a child's progress that could lead to their child being added to the SEND register.</p>	JW	Summer 2018	Staff meeting time and key stage meetings	<ul style="list-style-type: none"> <li>• These show the journey of a child's education</li> </ul>			
<p><b>Pupil Progress Meetings</b> Inclusion Pupil Progress meetings termly to include discussion about data, provision, resources for SEND, Pupil Premium who are also SEND and G+T children. These are effective in making staff accountable for progress.</p> <p>Discussions are to be focused and progress driven.</p> <p>Carry out interviews so children's thought can be included in the meeting.</p>	JW/SLT	Termly		<ul style="list-style-type: none"> <li>• To ensure progress is being made by SEND pupils</li> </ul>		JW to inform MB of any relevant SEND issues that have arisen from their meetings.	
<p><b>Dyslexia Quality Mark</b> To look at applying for the Dyslexia Quality Mark. JW to see what this would entail and loo to gather evidence.</p>	JW	Summer 2018					

<p><b>Assistive Technology</b> To use Assistive technology with vulnerable groups of children across school to increase progress and 'Narrow the gap' between peers.</p> <p>To offer specific SEND children a laptop or device to aid learning or as a way of recording their work rather than mainly written.</p> <p>To look at apps, programmes and other assistive resources to aid learning.</p> <p>To increase motivation of learners by using hand held devises, laptops and other assistive technologies.</p>	JW/SLT	Summer 2018		<ul style="list-style-type: none"> <li>• To look at the current assistive technology and check it is being used effectively.</li> <li>• Liaise with ICT coordinator to look at future assistive technologies</li> </ul>			
<p><b>Website updates</b> To keep parents updated on latest school policy. Use website as a tool to keep parents and staff up to date on latest SEND guidance.</p>	MB	Termly		<ul style="list-style-type: none"> <li>• A lot of work has gone into the website, now need to promote it to parents.</li> </ul>			
<p><b>Pupil Premium who are also SEND</b> To increase and maintain the achievement of Pupil Premium children. Monitor the impact of Pupil Premium children. Look at the introduction for new interventions to support children qualifying for the funding. 'Closing the Gap project as an alliance to work together to identify what works well for different groups of children using shared expertise across the schools.</p>	MB/JW			<ul style="list-style-type: none"> <li>• Work alongside the Pupil Premium leader to ensure children are making progress and accelerated progress</li> </ul>			

<p><b>Accessibility</b>  To ensure that all children are fully included within school life. Making sure everyday provision is stated in the child's IPM so it is 'the norm' for the child. This will be especially important during end of key stage assessments. If the provision for that child is something we do every day, then that provision can stand during testing provided it is recorded, providing they will not gain an advantage over their peers. To ensure physical access is maximised and appropriate adjustments are made</p> <ul style="list-style-type: none"> <li>• The physical environment: <ul style="list-style-type: none"> <li>○ Redecoration cycle – vision difficulties</li> <li>○ ICT specialist access equipment</li> </ul> </li> <li>• The curriculum: <ul style="list-style-type: none"> <li>○ Raise awareness towards equality disability, ethnicity, gender differences – specifically build into PSHCE curriculum threads</li> </ul> </li> </ul> <p>UK/Global Awareness dimension, linked to eco-schools</p>	<p>MB/JW</p>						
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<p><b><u>Outstanding Inclusion</u></b></p> <ul style="list-style-type: none"> <li>• To ensure Inclusion Manager has documented evidence for all four key judgements.</li> <li>• To ensure case studies are up to date, detailing what school has put in place to support child.</li> <li>• Use of Briefing Paper to provide a summary of assessment procedures and evaluation of pupil's progress.</li> <li>• To ensure interventions are evaluated in terms of the value they hold through the accelerated progress made as a result of them.</li> <li>• To ensure Pupil premium children are making progress. Monitor achievement and quality of interventions in place for group.</li> <li>• Support staff with SEND CPD and monitor impact of this.</li> <li>• Keep an evidence bank of observations – quality of teaching.</li> <li>• To hold staff accountable for the in class provision they are providing for SEND children.</li> <li>• To support and challenge staff where under performance is evident.</li> <li>• Work with staff to develop a shared vision of what inclusion means to Riverside.</li> <li>• To monitor how effective our systems of communication about SEND pupils are.</li> <li>• To liaise with SEND Governor to create a shared vision for Inclusion. Ensuring they are up to date on relevant information.</li> <li>• ensure pupil voice is heard and represented in all aspects of SEND/Inclusion.</li> <li>• ensure pupil voice is heard and represented in all aspects of SEND/Inclusion.</li> </ul>							
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