



St Joseph's Catholic Primary School and Nursery, Hednesford

- THIS DOCUMENT IS THE SCHOOL'S PUBLIC SECTOR EQUALITY DUTY POLICY.
- IT WAS APPROVED BY THE FULL GOVERNING BODY ON 12 NOVEMBER 2014
- THIS POLICY WILL BE REVIEWED ANNUALLY
- LAST REVIEWED: 7th 15th November 2017

Equality Scheme

St Joseph's Mission Statement underpins the place of the school within the Catholic Christian Community, in the local setting of Cannock Chase, Staffordshire and in the wider fellowship of the Catholic community. This policy provides information and an analysis, which ensures that the school complies with its Public Sector Equalities Duty (PSED), as prescribed in the Equalities Act 2010.

Mission Statement

"To inspire, to learn, to love with God"

We aim to provide the highest standards of education in a welcoming and positive Catholic learning environment.

We focus on the growth and development of each person, encouraging each child to play an active part in their own learning and so make every effort to achieve their individual potential.

We want our school to be a place where everyone learns to respect work, play and co-operate with others in a Christian, caring way, whilst fostering close links with our church, parish and the wider community.

School Ethos, Vision and Values

Inclusiveness is at the heart of our Equality Policy. The pursuit of equal opportunities for all regardless of their protected characteristics is the foundation of our approach to education.

St Joseph's school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of race, gender, opportunity or with any form of disability.

Public Sector Equality Duty

The Public Sector Equality Duty requires our school to publish information about Equalities.

The Equality Act 2010 clearly defines nine groups of people who are considered under the legislation to have direct protection for the framework of the Public Sector Equality Duty (PSED). At St Joseph's Catholic Primary we feel that our strong and historic Christian Ethos, Gospel Values and community involvement lead us to be committed to creating and sustaining an environment of mutual tolerance, respect, dignity and good relations. Our Gospel Values commit us to protecting vulnerable groups and guarding against discrimination, harassment and victimisation in any form. This viewpoint mirrors directly the three General Duties of the PSED.

The General and Specific Duties of the Public Sector Equality Duty – Equality Act 2010

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

Information to be published

- Please refer to Appendix 1 – This provides information about our school community

How we will meet the General Duty and Specific Duty

The production of our Equality Scheme provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

We will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Act
- Promote positive attitudes towards all – This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life – It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Equality Objective – Action Plan

The school has an Equalities action plan, to address the equalities objectives, which is based on the analysis in Appendix 1.

All the information and analysis is from the school improvement plan, evaluations and student data. We use the information to improve education for all groups in the school. Pupils who are underachieving/doing less well have additional provision to ensure improvement.

The vast majority of this information is already used by the school to develop strategies to ensure we are doing well for our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

Developing a voice for disabled pupils, staff and parents/carers

Pupils, parents, guardians and carers are fully involved in the review process for any pupil with SEN or a disability.

The school will encourage staff, parents or carers to disclose any disability issues affecting them.

The Governing Body

All parents are encouraged to stand for election to the Governing Body.

Removing Barriers

This refers to physical, curriculum and information (communications) issues. Our plans to reduce barriers in these areas are highlighted in the School's Access Plan.

Disability in the Curriculum, including teaching and learning

The school will ensure that people with disabilities are portrayed in a positive way, for example the children studied the Paralympics. Disability and harassment are also issues covered in RE lessons, PSHEE and SEAL and relevant links made where appropriate in all areas of the curriculum. Pupils, parents and staff are aware of how any forms of harassment are dealt with by the school.

Reasonable Adjustments

The school makes reasonable adjustments to the curriculum and teaching methods for pupils with disabilities and additional needs as appropriate. When a member of staff has a disability known to the school, the Headteacher and other staff will work together to meet the needs of the individual and the school as a whole. The school will liaise carefully with Occupational Health and Trade Unions.

School Facility Lettings

Please refer to the school's lettings policy.

Pupil Achievement

All children who are disabled with/without SEN have their attainment monitored in accordance with the school's assessment policy.

Learning Opportunities

The school strives to ensure that all pupils with a disability are given full access to learning opportunities in the curriculum.

Admissions, Transitions, Exclusions (including Social Emotional Behaviour Difficulties)

Admissions, transition and exclusion data are all closely monitored. Records are collated by the Headteacher and reported to governors on a termly basis as appropriate. This data is monitored by the leadership team.

Social Relationships

The school places a great deal of emphasis on the development of positive relationships between pupils who have a disability and those who do not. This is embedded in our mission statement and our work in circle time, PHSEE and SEAL. In all subjects when possible we will provide positive images of disability. The school will also continue to develop these positive relationships between parents.

Employing, promoting and training disabled staff

The school will continue to recruit staff based on merit and will apply reasonable adjustments to ensure that they are able to carry out their tasks to their full potential.

Review/Monitoring

The leadership team use the information to monitor progress. There will be annual reports on the measurable progress of the action plan to governors, the leadership team and the Diocese as appropriate.

Review Date: Autumn term annually
Governor responsible: H&S committee

Publishing

The policy will be available to all on the school website.

Links to other policies

Safeguarding policy
Safeguarding whistleblowing policy
RE policy
Curriculum policy
Whistleblowing policy
PSHEE policy
Anti-bullying policy
Behaviour policy
Lettings policy
Staff handbook

Section 1. Who Comes to Our School

Information gained from RAISEonline Summary Report - 2016

		St Joseph's %	National Data %
Gender	Girls	58.9	49
	Boys	41.1	51
Ethnicity	White British	91.7	69.3
	White Irish	0	0.3
	Traveller of Irish heritage	0	0.1
	Romany or Gypsy	0.6	0.3
	Any other white background	2.8	5.6
	White & Black Caribbean	1.1	1.5
	White & Black African	0	0.7
	White & Asian	0	1.2
	Any other mixed background	1.1	1.9
	Indian	1.1	2.8
	Pakistani	0.6	4.2
	Bangladeshi	0	1.7
	Any other Asian background	0	1.7
	Caribbean	0	1.2
	African	0	3.7
	Any other black background	0	0.7
	Chinese	1.1	0.4
	Any other ethnic group	0.6	1.7
Preferred not to say	0	0.5	
Ethnicity not known	0	0.5	
Ethnic Minority	Ethnic Minority		
	EAL	3.9	18
Free School Meal Eligibility	Not Eligible	85.7	74.8
	Eligible	14.3	25.2
Educational Needs	Pupils with SEN support	6.5	12.1
	Pupils supported with a statement or EHC plan	0.4	1.3

Analysis:

Analysis of the school population: 231

Comparison to National data:

Attendance – 2016:

	School %	National %
Absence	3.6	3.9
Persistent absentees 10% or more sessions	6%	8.8%

Section 2: Advance Equality of Opportunity between People

Attainment & Progress Data

This is how our school compares with national attainment at the end of Years 2 and 6. We have analysed how different groups in our School achieve at the end of year 6.

KS1 – 2016

Reading	Below Pre KS1	Foundations	Working towards	Expected standard +	Greater Depth
School	3	0	3	93	28
National	2	5	19	74	24
Writing					
School	3	0	14	83	21
National	2	5	27	65	13
Maths					
School	3	0	14	83	21
National	2	4	21	73	18

KS2 – 2016

	Reading		Writing		English Grammar, Punctuation and Spelling (EPS)		Maths		Science
	Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher	Expected
School	81	19	90	19	87	23	84	6	90
National	66	19	74	15	72	22	70	17	81

	Expected Attainment									
	Reading		Writing		EPS		Maths		Science	
	School	National	School	National	School	National	School	National	School	National
FSM	86	72	86	78	86	78	71	75	86	85
EAL	n/a	66	n/a	74	n/a	72	n/a	70	n/a	81
SEN support	50	66	50	74	0	72	50	70	50	81
SEN with statement or EHC plan	0	66	0	74	0	72	0	70	0	81
Gender Boys	79	62	89	68	84	67	84	70	89	79
Girls	83	70	92	81	92	78	83	70	92	83

	Higher Attainment							
	Reading		Writing		EPS		Maths	
	School	National	School	National	School	National	School	National
FSM	14	23	29	18	14	26	14	20
EAL	n/a	19	n/a	15	n/a	22	n/a	17
SEN support	0	19	0	15	0	22	0	17
SEN with statement or EHC plan	0	19	0	15	0	22	0	17
Gender Boys	11	16	11	11	21	18	5	18
Girls	33	22	33	19	25	27	8	15

Analysis/Comments:

School achieves above national average for all groups.

Areas school has developed this year: As part of the school action plan the main area of focus has been numeracy and problem solving.
Areas we would like to improve next year: Continue to maintain our high standards in all areas.
EQUALITY OBJECTIVE 1 (2014/2015) To ensure that pupils with disabilities make at least expected progress. KS2 July 2015 – All pupils making expected progress: maths 96%, reading 96%, writing 100%. 100% of pupils with disabilities made expected progress in maths and writing with 75% making expected progress in reading.
EQUALITY OBJECTIVE 1 (2015/2016) To ensure that pupils with disabilities make at least expected attainment in the new curriculum and assessment expectations. KS2 July 2016 – All pupils achieving expected attainment: Maths 84%, SPAG 87%, Writing 91%, Reading 81%. Pupils with disabilities achieving expected attainment: Maths 67%, SPAG 33%, Writing 67%, Reading 33%
EQUALITY OBJECTIVE 1 (2016/2017) In conjunction with new assessment processes develop in school tracking to evidence progress for children with disabilities. July 2017 – School tracking in place. Reported to Governors through the Standards, Curriculum and Ethos committee termly.
EQUALITY OBJECTIVE 1 (2017/2018) Review process to ensure SEND pupils make at least expected progress from their start points.

Promoting Opportunities for our School Community:

Examples	Steps the School has Taken
Teaching & Learning:	Parent information evenings are held for numeracy, literacy and RE. There is 1:1 support for SEN groups. Sex and Relationship Education is shared with parents of children in class 5 each year.
Admissions & Transfer:	The school has very good links with Cardinal Griffin Catholic College in Cannock to which the majority of our children transfer. Meeting with parents prior to admission to discuss pupil needs.
Participation:	Children are included in after-school clubs regardless of gender, for example football/netball. Girls are encouraged to play football as separate teams are run. Children with SEN are included in after school clubs.
Student progress:	These are reported at parents' evenings twice a year followed by an annual end of year report. Open door policy with opening evenings available for parents to view targets and progress.
Flexible curriculum arrangements:	Reasonable adjustments to the curriculum are made as appropriate. Each pupil need is assessed individually in order to address pupils' individual needs.

Analysis/Comments:

Areas school has developed this year:

Continued to build strong relationships with stakeholders.
Developed confidence and self-esteem of learners through support programmes.

Areas we would like to improve next year:

Ensure parents are aware of the new code of practice.

EQUALITY OBJECTIVE 2 (2014/2015)

To further develop communication with parents of pupils with disabilities through questionnaires.

July 2015 – 100% of parents said that communication is good. 99% agreed/strongly agreed that the school is led and managed well with communication e.g. website, newsletters, texting service. 99% said that school seeks views of parents and takes account of their suggestions.

EQUALITY OBJECTIVE 3 (2014/2015)

Monitor and evaluate the engagement with the curriculum of pupils with disabilities through questionnaires.

July 2015 – ongoing

EQUALITY OBJECTIVE 2 (2015/2016)

To continue to monitor and evaluate the engagement with the curriculum of pupils with disabilities through questionnaires.

July 2016 – Year 6 exit interviews:

All pupils participated fully in school life.

All pupils felt safe, secure and well cared for.

EQUALITY OBJECTIVE 2 (2016/2017)

Monitor and evaluate whole school communication regarding opportunities for disabled pupils and families.

July 2017 – No requests for communication in an alternative format have been made.

EQUALITY OBJECTIVE 2 (2017/2018)

School to be proactive in advising parents of SEND pupils that communication may be requested in alternative format if required.

Newsletters to be published on the school website in a dyslexia friendly way, with cream background, Comic Sans font 14 and spacing of 1.5

Section 3: Foster Good Relations between People

We want our school community to be a welcoming and comfortable environment for all who come here. Our aim is to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	Weekly assemblies are held for each year group. After school clubs for sport, music and art. School council drop boxes. Circle time.
Student Voice:	The school council is made up of pupils from Y2-Y6. Pupil questionnaire.
Positive Imagery:	Rewarding good work and attitude. Photographic posters. Displays
Community Links:	Football/Netball league Community use of field and school hall. Close links with Our Lady of Lourdes parish.

Cultural ideas, Religion and Belief	Assemblies. Regular visits to Our Lady of Lourdes for mass. Visits to Alton Castle (Y3&Y6).
Removing Barriers and Reasonable Adjustments:	Awareness and understanding the needs of looked after children. Care plans in place – displayed in school office. Differentiation in all lessons. Regular meetings with parents.
Links with wider communities:	High School, College and University placement students. Fundraising for Fr Hudson's, CAFOD, St James' Malawi.
Partnerships with Parents:	The school offers a wide range of meetings to involve the parents in their children's learning e.g. Curriculum evenings, SATs meetings Attendance at these meetings as well as other events such as assemblies is very good.

Analysis/Comments:

Areas school has developed this year: Understanding of multi-cultural nature of society.
Areas we would like to improve next year: To develop an understanding of British Values. EQUALITY OBJECTIVE 4 (2014/2015) Assess and review the impact of difference and diversity materials. July 2015 – All KS2 participated. Faith week visits to synagogue and temple. Pupil feedback indicates improved levels of understanding of other cultures.
EQUALITY OBJECTIVE 3 (2015/2016) For pupils to develop an understanding of British Values. July 2016 – All pupils fully participated in faith week. Monitoring of equality and diversity materials evidenced all pupils have an increased awareness of British Values. Year 6 end of year assembly shared British Values and characters pupils had developed.
EQUALITY OBJECTIVE 3 (2016/2017) To embed an understanding of British Values and develop vocabulary of character e.g. resilience, grit etc. July 2017 – Implemented across all KS2 classes. Difference and Diversity implemented across KS1 classes. Positive comment received in Section 48 inspection report, June 2017.
EQUALITY OBJECTIVE 3 (2017/2018) Further imbed an understanding of British Values through the use of Catholic virtues and values through assemblies, circle time, RE and PHSE.

Section 4: Eliminate Unlawful Discrimination, Harassment and Victimization

Examples	Steps the School Has Taken
Exclusions Data:	There are few exclusions, due to our behaviour management policy and pastoral care.
Victimisation and Discrimination:	There are very few incidents of victimisation or discrimination due to the school's strategies to enhance tolerance and understanding. These include: Catholic school ethos/mission statement
Monitoring of incidents:	Incidents are recorded and reported to governors and the Local Authority where appropriate.
Anti-Bullying and Harassment:	This is dealt with in our PSHEE lessons and circle time. Specific weeks such as anti-bullying week/cyber bullying also have an important place in the school calendar.

Training and awareness raising about discrimination and bullying issues:	Awareness on discrimination and bullying is raised in the staff school policies. Training for staff is met through internal CPD.
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Section 5: Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
Peer Mentoring:	Year 6 special friends. Reading buddies.
Pupil Voice:	School Council – Years 2-6 inc have two representatives who attend regular meetings. Concerns drop box in each class. Annual questionnaires completed by pupils.
Parents/Carers/Guardians	Attendance at review meetings for children with SEN is good. The school holds information evenings for parents when implementing any practice which may involve inequality.
Staff:	Staff raise any concerns or ideas about equalities practice at departmental meetings and staff meetings, which are then discussed at SLT level.
Governors:	Governors play an active role looking at the provision of the school from standards to staffing including non-teaching and equality of opportunity for all students. Governors question and approve policies.
Satisfaction with our service:	Child/parent and staff surveys show high levels of satisfaction with the school. These surveys are analysed by the SLT to ensure any concerns raised are dealt with.

Workforce – staffing and training

Area of focus	Significant information that we can address for the following year
Promoting opportunity	Staff are constantly asked to reflect on their development and training needs through performance management. Appropriate training is offered at all levels.
Fostering good relations	Opportunity for training is open to all staff, regardless of position.
Prohibiting harassment	Open door policy is employed by the Head Teacher

EQUALITY OF OPPORTUNITY POLICY STATEMENT

Rationale

Equal opportunity is a broad term and will have different meanings for different people. This is because it encompasses a large number of important issues including:

- Equality of opportunity – gender, race, class, disability, ethnicity, sexuality
- Equality of opportunity – access to the curriculum including language
- Equality of opportunity – raising achievement for all

St Joseph's makes explicit its support of equal opportunities through its mission statement

“We focus on the growth and development of each person, encouraging each child to play an active part in their own learning and so make every effort to achieve their individual potential”

And

“We want our school to be a place where everyone learns to respect work, play and co-operate with others in a Christian, caring way”

In light of this the mission statement aims include

- Ensure that equality of opportunity is available to all;
- Welcome, value and respect all we come to the school;
- Provide opportunities for experiencing the fullness of Catholic life while developing a spirit of tolerance, understanding and respect for other cultures, traditions and faiths;

Thus, through our mission statement equality of opportunity is set at the heart of life in St Joseph's.

In order to achieve our ideals there are 3 key tasks which face us all:-

- 1) how to ensure high quality education for all pupils
- 2) how to support the development of cultural and personal identities – in the context of our faith commitment.
- 3) how to prepare pupils for full participation in society.

Principles

The principles that underpin the key tasks and that support our mission statement include:

- we believe that St Joseph's is concerned with providing equality as well as excellence. This is taken as a leading principle in all curriculum planning and at every level – whole school, subject and class.
- We reject the notion that differences of class, gender, disability, ethnicity, language or sexuality should influence the expectations of any one particular child.
- We accept that schools can and do “matter” and that we in St Joseph's can make significant differences to young people's lives and life chances.
- We believe we have a crucial role to play in providing equality even though we are constrained by factors over which we have no control.
- We believe each pupil needs to develop a strong sense of identity which is confident, open to change, choice and development and is receptive and generous to other identities and prepared to learn from them.
- We believe democracy is best learned in a democratic setting where participation is envisaged, where views can be expressed openly and discussed, where there is freedom of expression for pupils and teachers and where there is fairness and justice.
- We recognise that quality and equality strengthen and support each other and that neither is complete without the other.

Aims

We strive to achieve these principles through:

The Pastoral Curriculum

- 1) Teachers together with the PSHEE programme should provide opportunities for the pupils to review their own learning, progress, behaviour and development and develop their esteem, confidence and motivation.
- 2) There are established ways of giving pupils' perceptions of the curriculum and general school organisation and showing that their views, concerns and suggestions are taken into account. These should be both formal – school council, pupil questionnaires and informal – through dialogue and taking time to listen.
- 3) There are structure and procedures for ensuring that staff know and share relevant information about pupils' personal and home circumstances and for ensuring confidentiality is safeguarded e.g. teacher, year-end meetings, disclosure procedures.
- 4) Teachers and support staff develop through their teams and guided by school policy, shared views and standards in relation to pupils' behaviour and are aware of ways in which their own expectations and actions may influence the behaviour and learning of pupils.
- 5) Staff development programmes include, from induction onwards, support for those areas e.g. counselling, child protection, positive approaches to discipline, PHSEE programmes.
- 6) Staff are seen to have mutual respect in their relationships with each other.

- 7) Pupils are given opportunities to take responsibility for administrative tasks in classrooms and school organisation including welcoming visitors to the school.
- 8) There is coverage within the PSHEE programme of issues relating to inter personal behaviour amongst the pupils including racist name-calling and bullying and that this is linked to wider issues of learning for citizenship and participation in society.
- 9) Clearly defined structures and systems for identifying students who are in pastoral need and require support.

Teaching and Learning

- 1) All pupils are aware that the staff have very high expectations of them and are continually challenged to reach higher standards.
- 2) There is a range of teaching styles, including those which foster motivation and a sense of personal worth by drawing on pupils' own personal experience.
- 3) All learning environments are managed in such a way that all pupils feel engaged in learning and are motivated to persevere and contribute.
- 4) Both in teaching and assessment appropriate use is made of practical tasks and activities, objects and artefacts and visual materials.
- 5) Displays and resources, including displays of pupils' work reflect a multi-ethnic and multi-cultural society and world.
- 6) Displays and resources contain positive, non-stereotypical and challenging images in relation to gender, ethnicity and culture.
- 7) Support staff work in tandem with the class teacher and play a full part in classroom management.
- 8) Staff follow the agreed procedure for dealing with racist, mistaken or insensitive comments made by pupils during class discussions.
- 9) Students have equal opportunity to all extra-curricular activities irrespective of their place within the curriculum structure.

Assessment

- 1) We have a written policy on assessment which emphasises, the over-riding principle of assessment to improve teaching and learning.
- 2) The policy includes reference to, but is not restricted to, national standardised test and public examinations.
- 3) Assessment is seen as part of the learning process for pupils and staff, not something which happens after learning has finished.
- 4) Teachers are aware that their own expectations of pupils influence their own practice and pupils' motivation. We therefore take great care, both as individuals and collectively to avoid describing and categorising pupils in a way which might unfairly restrict their opportunities.
- 5) We avoid forming fixed expectations of individual pupils on the basis of the teaching group to which they have been assigned. We keep allocations to teaching groups under continual review.
- 6) Decisions relating to the examinations, tiers of entry and levels of National Curriculum tests are based on informed and accurate observation of attainment not on subjective impressions and not on judgements of pupils' behaviour.
- 7) There are agreed marking policies amongst staff and this is made known to the pupils

ACCESSIBILITY PLAN

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access at St Joseph's Catholic Primary School

Target	Strategy	Outcome	Timeframe	Achievement
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	July 2015	Increase in access to all school activities for all disabled pupils
<p>Review – July 2015. An increase has been seen in the engagement with out of school activities by children with disabilities (see register)</p>				
Target	Strategy	Outcome	Timeframe	Achievement
To ensure that systems and processes support children's access to the curriculum	Training with SENS team for all staff.	New processes and procedures embedded.	July 2016 July 2017	Staff confidence in the use of the new systems to ensure pupils with disabilities have access to the curriculum.
<p>Review – July 2016 Training completed. Tracker in place. Staff inputting data. Next steps are to embed process and use to target teaching. Next review July 2017.</p> <p>Review – July 2017 Trackers used, targeted teaching groups, data reviewed half termly and intervention groups altered as required.</p>				

Target	Strategy	Outcome	Timeframe	Achievement
Reflect on the SEN nature of pupils in school	All teaching staff to receive autism tier 3 training	SEND pupils can access the curriculum effectively.	July 2018	Staff confidence to ensure pupils with autism have access to the curriculum.
Renewal of Dyslexia Friendly Status	To renew full status for further 3 years	Full status renewed.	July 2018	Dyslexia Friendly full status renewed.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information at St Joseph's Catholic Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Review: 12/2014 4/2015 7/2015 Review 12/2015 4/2016 7/2016	Delivery of information to disabled pupils improved

July 2015.

No requests were made within the timeframe. Target maintained for a further year.

July 2016.

No requests were made within the timeframe.

Signposting of specific information	School will make parents/carers aware of services available for disabled pupils	School will provide information and opportunities to support families of disabled pupils.	Review 7/2017	Delivery of information to all families.
July 2017 – Staffordshire Umbrella Network newsletters sent to individual parents of SEND pupils.				
Target	Strategy	Outcome	Timeframe	Achievement
Dyslexia friendly newsletters	Newsletters to be published with cream background, Comic Sans font 14 and spacing of 1.5	Dyslexia friendly newsletters accessible by SEND pupils/parents	July 2018	Publication of dyslexia friendly newsletters on school website

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access at St Joseph's Catholic Primary School

Item	Activity	Timescale
Physical Aids	Review of physical aids to access education: ICT equipment, writing implements and personal physical support.	Review 12/2014, 4/2015 7/2015

<p>July 2015. A variety of physical aids purchased throughout the year and successfully used within classroom settings.</p>		
KS1 toilets	Review access to toileting facilities for younger children and make any adjustments necessary including refurbishment if required.	Review 7/2016 7/2017
<p>July 2016 Quotations for work in course of being sought to improve facilities July 2017. Successful bid for LCVAP grant. Refurbishment of toilets commenced July 2017. To be accessible by all KS1 pupils September 2017.</p>		
Main Entrance	Review signage to ensure it clearly identifies disabled access routes into school	Review 7/2018