

NEW DELAVAL PRIMARY SCHOOL

Single Equalities and Diversity Policy

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1. Principle

NEW DELAVAL PRIMARY School shares Northumberland County Council's *commitment to making the school a fully accessible and inclusive organisation that welcomes and respects the diversity of its pupils, staff, community and visitors to the school.*

(NCC Equality and Diversity Policy 2005).

The Single Equalities and Diversity policy ensures that NEW DELAVAL complies with equalities legislation (Appendix 1) and satisfies the Ofsted criteria for making judgements relating to equalities, diversity and inclusive practice.

At NEW DELAVAL we are aware that the Legal responsibility for the implementation of equalities duties rests with the school's Governors, with leadership from the Head and all staff members. However, support from pupils, parents and carers and members of the wider school community are vital in order to ensure the duty is met.

2. Key Aim

The school has an important role to fulfil for its pupils to:

- benefit from equality of opportunities
- challenge to stereotypes within the curriculum
- working to address factors contributing to attainment issues
- work-related learning through citizenship, personal, social and health education
- challenge harassment, bullying or violence

The school also has a vital role to promote equality for its workforce and parent/carers and promote this in the wider community.

2. Aim of this policy

The aim of this policy is to provide an overall framework for the school's action to:

- Promote equality and eliminate unlawful discrimination for pupils, staff and others using school facilities
- Make it clear that equality and diversity are embedded in all of the school's policies and practices
- Promote community cohesion by creating opportunities for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity

Legislation identifies six equality strands as a structure for this framework:

1. Race
2. Gender
3. Disability
4. Religion/belief
5. Sexual orientation
6. Age

3. Commitment to Equalities and Diversity

NEW DELAVAL is fully committed to discharging all of its equalities duties for all pupils, employees and visitors to the school site. The Single Equalities and Diversity action plan contributes to an overall commitment by the school to improve standards and to build a school community with a positive ethos that reflects the wider community.

The Local Authority is considered to be a key partner in the development of school policy as it discharges its role,

To support all schools and other educational institutions to become more inclusive, through ensuring that the quality of learning, the attitudes and aspirations and the physical and mental well-being of every child matters.

(School Improvement Service, Children's Services, NCC)

The school will ensure that this policy and accompanying documentation are accessible by publishing them in other formats on request.

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice if it fails in its specific duties under the Acts. If the school fails to comply within three months of the Compliance Notice the EHRC can ask the courts to order the school to comply.

4. Implementation

These aims will be achieved through the school Single Equalities action plan and are promoted through our school policies and improvement plan. They will therefore be regularly monitored and reviewed as part of normal school procedures.

Responsibilities

A. Governing Body

The governors are responsible for:

- Making sure the school complies with the legislation for all members of the school community and
- Making sure the Equality and Diversity Policy and its procedures are followed.

B. Headteacher

The Headteacher is responsible for:

- Making available the Equality and Diversity Policy so that the governors, staff, pupils and their parents and guardians know about it;

- Making sure the Equality and Diversity Policy is followed; producing regular information for staff and governors about the policy and how it is working, and providing training of them on it if necessary
- Making sure all staff know their responsibility and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination.

C. All staff

All staff are responsible for:

- Promoting equal opportunities and avoiding discrimination against anyone for reasons of age (in relation to employment), disability, race, religion or belief, sex, sexual orientation, or transsexual status;
- Dealing with incidents, and being able to recognise and tackle bias and stereotyping;
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

D. Parents/guardians

Parents and guardians are responsible for:

- Supporting the school in implementing this policy
- Making the school aware of any difficulties they might experience in this area.

The school has a commitment to equality when recruiting and employing all staff.

The school will seek appropriate support and training and make it available for all staff, including Governors, in order to fulfil its duty to promote equality.

The policy will be effective from: JULY 2016

Date for policy review: July 2018

5. Links to existing school policies and practice

The actions in this policy are based on:

- Targets identified in the school improvement plan
- Existing policies
- Data used by the school
- Consultation and involvement of pupils and staff

The above includes:

1. School Improvement Plan
2. School Profile
3. SEF
4. Extended services
5. Pupil voice activities
6. Healthy Schools standard

7. Accessibility plan (Appendix 3)
8. Admissions policy
9. Curriculum policy
10. Behaviour policy
11. Special Needs policy
12. Anti-bullying policy
13. Teachers' Performance Management procedures
14. Recruitment and Selection policy
15. Pay policy

6. School priorities

Current school priorities are:

- Pupil progress
- Provision mapping
- Promoting community cohesion

7. Consultation

How we have involved people with additional needs when developing this policy:

- Parents and carers of pupils are consulted verbally in meetings with relevant staff. This allows views to be collected on the most beneficial ways to provide successful inclusion of their children.
- Pupil participation is promoted, for example, through individual discussion with children with additional needs and disabilities.
- Opportunities to discuss with parents and carers prior to starting school or when pupils first join the school, or when transferring, are provided. This highlights if there are adjustments that the school may need to make to meet the needs of any of their family members.
- Regular awareness raising on aspects of disability takes place with pupils, staff parents/carers through the use of visitors, fund raising activities, assemblies and particular projects.
- This Policy is available in paper format and via e-mail for the whole school community, and the school web site is currently undergoing development in order to publish policies electronically.

8. Policy

NEW DELAVAL promotes equality as a contribution to the outcomes of Every Child Matters – be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Race

- The National Curriculum including RE will be used to promote race equality and to celebrate cultural diversity
- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Members of all ethnic and cultural groups will be welcomed and valued
- To promote race equality, greater use will be made of visits and visitors
- Every effort is made to ensure that resources reflect the ethnic, cultural and religious diversity of society

Disability

- Children with disabilities will be given extra help and support to ensure that they fulfil their potential
- Children with disabilities will be provided with an education appropriate to their age, aptitude and ability
- Detailed records will kept of the academic progress being made by pupils with disabilities
- Every effort will be made to ensure that children are respected by their peers and the school does not accept name calling or bullying
- Staff will work in partnership with parents and carers to ensure that children with disabilities benefit fully from their time in school

Gender

- Differing attitudes to sport and exercise by boys and girls will be challenged.
- Incidents of bullying are closely monitored with respect to gender
- Gender attainment is scrutinised and tracked in order to develop strategies to address any significant disparity.
- Active participation in school and community life by boys and girls is encouraged. Where there is a potential gender imbalance, preventative action is taken
- By developing each child's full potential regardless of gender, we expect every child to attain and achieve in future life.

Age, religion/belief, sexual orientation

- People are equally valued, regardless of their age, religion/belief or sexual orientation, for their contribution and their contribution is recognised.

Community cohesion

- Through our school ethos, enhanced by our Personal, Social, Health and Citizenship Education curriculum including the SEAL project, we foster the recognition that individuals have different strengths and weaknesses. This is further re-inforced in aspects of our life as a 'Healthy School' where it is recognized that all are equal members of our school community with valuable assets to contribute, who deserve respect.
- Awareness and knowledge of the attributes of others will lead to a shared understanding and valuing of diversity in the 21st century.

9. Action plan

Equalities and Diversity Action Plan Include with S.I.P 2016/17

Possible Issue	Situation at present	Action/objective	Time Scale	Personnel	Monitoring
Achievement of pupils	Due to pupil numbers and school size, all pupils receive support to meet their needs regardless of race, gender, disability, religion or belief. Use of Data and pupil tracking reflects the manner in which the school sets individual targets. Teaching underpins this approach.	Continue to use assessment methods for learning, tracking and data to provide information and highlight any issues that would require intervention or support.	Ongoing	Head, Teachers, Teaching Support Staff, S.I.P, Governors	Regular assessment work/meetings for moderation. S.I.P visits to scrutinise evaluation and standards. Reporting to Governors.
Sporting/P.E. opportunities Extra P.E activities/ after school and as part of School Sports Partnership	All pupils are given equal opportunities to participate and supported to promote inclusion.	Continue to offer a wide range of opportunities to appeal to boys and girls and respond to pupils interests. Scrutinise the balanced P.E scheme. Map other activities. eg. Dance, High Five competitions.	Ongoing Summer 2016	Sports Partnership co-ordinators, outside agencies offering clubs	Regular assessment, meetings with School co-ordinators, feedback from organisers of clubs Monitor take up by pupils and look for 'trends'.
Rural community with little cultural diversity.	The school's curriculum promotes an awareness of different cultures through R.E. and Geography.	More involvement of members from different cultures within the school curriculum through the use of school visits or visitors to school	Timetable of activities to be established from September 2016.		Timetable of visits established and evaluated and modified each term.
Staffing	Recruitment- all positions advertised are done so in line with Northumberland's equality and diversity policy. Applications are treated strictly according to criteria made clear at the time of applying and through the short listing and interview process.	To ensure all applications are considered and evaluated on merit.	When vacancies arise	Governors and Head teacher	Governors and Head teacher

Staffing- pay	All employees are paid in line with nationally agreed pay scales and reviewed through the pay and conditions procedures.	To ensure all staff are paid at the correct scale.	Ongoing	Governors and Head teacher LA personnel, Admin. Assistant, Clerk to Governors.	Governors and Head teacher Finance Committee, LA through budget setting process.
Use of supply Teachers	The school uses supply teachers registered with Northumberland and external agencies. Any preferred choices are based on existing relationships these teachers have with pupils in order to provide continuity and quality of provision.	To provide continuity and quality of provision and ensure appropriate supply cover.	Ongoing	Head, Supply Staff, Teachers, TA, Governors	Through regular discussion and feedback to monitor impact of support in classrooms.

Possible Issue	Situation at present	Action/objective	Time Scale	Personnel	Monitoring
Support Agencies supporting staff and pupils	Educational Psychologists, Nurses, LA support, cultural diversity team, life education team- both male and female workers are welcomed into school.	Continue to ensure intervention or support appropriate to pupils is available.	When necessary	Head, Teachers, Teaching Support Staff, SENDCo	Assessment work/meetings to discuss and monitor support for pupils.
Students including work placements	All students encouraged regardless of gender, race, sex or disability and equal opportunities available to participate and be supported to promote training.	Continue to ensure all students receive appropriate guidance. Discuss with 'Trident'/ High School staff lack of mature / male/or applicants from other cultural backgrounds.	When necessary and while students are in school.	Head and staff concerned with particular placements.	Staff involved with student during placement. Feedback between organisation sending student and school staff.
	Recruitment-appointments made in compliance with equalities legislation.	To ensure all applications are treated fairly and that the school is well governed.	When vacancies arise	Chair of Governors and Head teacher, LA Clerk to the Governors.	Annual review of Governors and scrutiny by LA

Governors	There is a fair and consistent system in place to recruit and appoint Governors. Should there be an 'oversubscription' the candidates proceed with laid down regulations about election.				
Policies	Policies are drawn up in line with guidance and reviewed. Policies take into account the need for Equality.	To ensure all policies are meeting statutory duty and guidance from the government and LA. To prepare and designate review timetable and policy group to review policies on a three year rolling programme. In line with SIP. Reporting on yearly policies at Governors meetings.	Ongoing and whenever new policies are required.	Governors, H/T LA personnel, Admin-School secretary, Clerk to Governors.	Governors' policy reporting group review and Head teacher/staff group.
School improvement- S.I.P	The school uses S.I.P to focus on areas of development including whole school issues. At present not clearly referenced to equality.	To ensure when the plan is rewritten reference is made explicitly to objectives for equality.	Ongoing	Head, Teachers, TA, Governors- policy group	Through school improvement partner meetings and regular discussion on development plan, monitoring. Feedback from Governors on policy group work.

Possible Issue	Situation at present	Action/objective	Time Scale	Personnel	Monitoring
SEF	Due to be updated Summer/Autumn 2014	Continue to ensure that when re-writing/updating sections reference is explicitly made to Equality objectives.	Ongoing	Head, Teachers, Teaching Support Staff, S.I.P partner.	Regular meetings for LA S.I.P visits to scrutinise school and carry out evaluation of progress and standards. Reporting to Governors.
Contact with parents	All formal letters are addressed to both parents, separated parents receive individual letters. School responds to parents requiring particular forms of address. Newsletters. If necessary appropriate formats will be available on request, for instance large print.	Continue to involve both parents in pupil's education. Review current procedures to determine whether improvements such as use of e-mail would enhance communication.	Ongoing	School admin.	Regular parents letters and copies in file.
Uniform	Girls can wear trousers. Religious or cultural requests will be treated with sensitivity and regard to equality.	To check prospectus for uniform requirements and update to ensure that policy is explicit.	Updating brochure Summer 2016	Head teacher, school admin staff	Head teacher
Procurement	All services are requested without reference to age, gender or race	To ensure all services are requested based on the needs of the school.	Ongoing	All staff.	Copies of orders, e-mail communication.

10. Monitoring and evaluating

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan.

A report on progress through the action plan will be made annually as part of the School Profile.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document **Recording, Reporting and Responding to Racist Incidents: Information for Schools**

Data used for evaluation will include:

- Data by gender, age, ethnicity and disability on:
 - pupil attainment,
 - access to the curriculum and subject areas
 - exclusions from school
 - exclusions from areas of the curriculum, including school trips and extra-curricular activities
 - punishment and rewards
 - staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on the school's educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority

Data will be used to inform the next action plan, ensuring that the commitment to equalities and diversity goes from policy to practice.

The school is required to monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion
- For schools with 150 or more full time staff or equivalent, the number of staff
 - receiving training
 - benefiting, or suffering a detriment as a result of performance assessment procedures
 - involved in grievance procedures
 - subject to disciplinary procedures; and
 - ending employment with these schools

Each priority of the action plan designates a lead responsibility. Those designated will establish lines of accountability and make arrangements for reporting to the Leadership team and subsequently to the Governors in the annual School Profile.

Progress through the action plan will be monitored by the Leadership team and Governors alongside the School Improvement Plan. The policy will be reviewed at least every three years. Updating will take account of changes in the law, government policy, Local Authority and school priorities.

Appendix 1: Requirements by law

COMMUNITY COHESION

From September 2007 schools have a duty to contribute to 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 work place, in schools and in the wider community.

Schools are to make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

A school's community is defined in 4 dimensions: the school community, the community within which the school is located, the UK community, the global community.

Through the Education and Inspections Act 2006 the duty will become part of the Ofsted inspection framework from September 2008. There are links between this duty and the duty to promote equality, although each has a distinctive focus.

A school's contribution to community cohesion should be organised under three main headings:

Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

Examples: PSHE, citizenship, RE, assemblies, fieldwork, support for EAL pupils

Equity and excellence

- to ensure equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups

Examples: behaviour and discipline policies, admissions policies, analysing performance data

Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

Examples: links with different schools and communities, provision of extended services, intercultural activities, mentoring schemes, schools trips, multi-agency services

Recommended further guidance: Guidance on the duty to promote community cohesion, DCSF P-DCSF-1192-2007

EQUALITIES LEGISLATION

To comply with equalities law, schools have the following General Duties:

RACE

**Race Relations (Amendment) Act:
Race Equality Duty**

The race equality duty is to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

DISABILITY

**Disability Discrimination Acts 1995, 2005:
Disability Equality Duty**

The disability equality duty is to:

1. Promote equality of opportunity between disabled people and others
2. Eliminate unlawful disability discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of peoples' disabilities, even if this requires more favourable treatment

GENDER

**Equality Act 2006:
Gender Equality Duty**

The gender equality duty is to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity between men and women, including boys and girls

To help meet the general duties there are specific duties to:

- | | | |
|--|--|--|
| <p>4. Have a written RACE EQUALITY POLICY by 2002</p> <p>5. Monitor and assess the impact of policy, particularly on pupils' attainment/achievement, and take reasonable steps to publish annually the results of this assessment</p> <p>6. Record, report and respond to racist incidents</p> | <p>7. Prepare and publish a DISABILITY EQUALITY SCHEME by Dec 2006/Dec 2007</p> <p>8. Involve disabled people in the development of the scheme</p> <p>9. Set out in the scheme:</p> <ul style="list-style-type: none"> a) How disabled people have been involved in its preparation b) Their arrangements for gathering information on the effect of the school's policies on disabled people c) The recruitment, development and retention of disabled employees d) The educational opportunities available to and the achievements of disabled pupils e) The school's methods for assessing the impact of its current or proposed policies and practices on disability equality f) The steps the school is going to take to meet the general duty (action plan) g) The arrangements for using information to support the review of the action plan and to inform subsequent schemes <p>10. Implement the scheme within 3 years</p> <p>11. Report on the scheme annually</p> <p>12. Revise and review the scheme every 3 years</p> | <p>3. Publish a GENDER EQUALITY SCHEME by April 2007</p> <p>4. Include if relevant an objective to address the cause of any gender pay gap</p> <p>5. As part of the scheme:</p> <ul style="list-style-type: none"> a) Consult stakeholders b) Gather and use information on how the school's policy and practices affect gender equality in the workforce c) Assess the impact of current and proposed policies and practices on gender equality d) Implement the scheme within 3 years e) Report on progress annually f) Revise and review the plan every 3 years |
|--|--|--|

Recommended further guidance:
The duty to promote race equality, A Guide for Schools, Commission for Racial Equality May 2002
www.cre.gov.uk

Recommended further guidance:
'Promoting Disability Equality in Schools', DCSF
available on www.teachernet.gov.uk

Recommended further guidance:
The Gender Equality Duty and Schools, Equal Opportunities Commission March 2007
www.eoc.org.uk/genderduty

This new legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, religion/belief or age. Victimisation of a person is also unlawful. Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public. Governing bodies need to ensure that policies and practices in their school take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, religion/belief and age.

Recommended further guidance: www.teachernet.gov.uk/equalities

SEXUAL ORIENTATION	RELIGION/BELIEF	AGE
Employment Equality (Sexual Orientation) Regulations 2003	Employment Equality (Religion or Belief) Regulations 2003	Employment Equality (Age) Regulations 2006

OFSTED inspectors will ensure that schools are compliant with legislation as well as evaluating the impact of their actions. It is acceptable to produce a Single Equality Plan covering all of the requirements set out above. There is no requirement to repeat any of the content of this equality plan in the broader school plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the school's policies and practices.

Evaluations of the school's work in promoting equality and combating discrimination relate directly to the judgement on *how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can* and also relate to other inspection judgements.

Evidence will be drawn from:

- Discussion with senior staff about attainment data and the relative performance of different groups of learners, including specific evidence that the school is monitoring this data and discussing its strategies to tackle any underachievement with the governing body and stakeholders
- Discussion with senior staff about how the school is promoting its relationships with parents and learners in 'hard to reach' communities
- Discussion with pupils about the effectiveness of the school's strategy to promote equality including its initiatives to combat bullying
- Analysis of the rate of exclusions for pupils from different groups
- Direct observation of learners in lessons and around the school to evaluate the impact of the school's strategies on pupils' outcomes, such as their language and literacy skills, social and cultural development and the ability of learners from different backgrounds to work together.

Source: Inspection Matters Issue 15, Ofsted

Appendix 2: Legislative context

1970	Equal Pay Act
1975	Sex Discrimination Act
1976	Race Relations Act
1986	Sex Discrimination (Amendment) Act
1988	Education Reform Act
1989	Children Act
1995	Disability Discrimination Act
1996	Education (Consolidation) Act
1998	The Human Rights Act
1999	Macpherson Report Action Plan
1999	Voluntary Code of Practice to Combat Age Discrimination
1999	Sex Discrimination (Gender Reassignment) Regulations
2000	Race Relations (Amendment) Act
2000	National Curriculum (revised), inclusion statement
2001	Special Educational Needs and Disability Act
2001	Special Needs Code of Practice
2002	Statutory Code of Practice on Duty to Promote Race Equality
2003	Employment Equality (Religion or Belief) Regulations
2003	Employment Equality (Sexual Orientation) Regulations
2004	Children Act: Every Child Matters
2004	Gender Recognition Act
2004	Civil Partnership Act
2005	Disability Discrimination Act
2006	Statutory Code of Practice on the Duty to Promote Disability Equality
2006	Gender Equality Duty Statutory Code of Practice
2006	Education and Inspections Act (Community Cohesion Duty)
2006	Equality Act
2006	Work and Families Act
2006	Employment Equality (Age) Regulations
2007	Gender Equality Duty
2007	The Children's Plan: building brighter futures

Appendix 3a: Accessibility Plan

NEW DELAVAL School Accessibility Plan

Rationale:

NEW DELAVAL has a duty to ensure:

- That pupils with disabilities and learning needs can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

Aims

- To make every child feel welcome
- To value all pupils equally
- To have high expectations of all pupils and work to remove barriers to learning and participation

Broad Guidelines

A disabled pupil can be discriminated against on two ways:

1. By less favourable treatment.
2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.
3. The school will continue to review practice and use the expertise and support provided through the L.A.

Action Planning

- The school takes into account the need for accessibility when planning for individual pupils and adults within the building.
- LA funding and advice for major adjustments would be sought should this be necessary.
- The S.E.N co-ordinator Mrs Wilkinson and the Governor for S.E.N would be involved with particular improvements and monitoring.

Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Can teachers and support staff receiving training to teach and support disabled pupils?			Where applicable. Advice on training and further support available through L.A.
Are classrooms optimally organised for disabled pupils?			<i>Currently</i> meets all pupils' needs and L.A and Governors <i>aware</i> adaptations would be dealt with as relevant through planned work.
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using alternative methods to communicate?			
Do staff allow for the additional time required by some pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for pupils who cannot engage in particular activities, for example some forms of exercise in physical education, aspects of core curriculum?			Adaptations for learning are used
Is there access to appropriate computer technology for pupils with disabilities?			Further support would be identified and requested for particular needs.
Are school visits made accessible to all pupils irrespective of attainment or impairment?			Includes communication with parents as to their wishes and judgements about particular activities.
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, play, classrooms, the hall/ dining area, library, indoor and outdoor facilities, playgrounds and rooms allow access for all pupils or members of staff?			The new building is fully DDA compliant
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			The new building is fully DDA compliant
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?			The new building is fully DDA compliant
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings e.g. tactile buttons?			<i>To be addressed</i>
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			<i>Requires further evaluation from L.A</i>
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			<i>This will be done as appropriate</i>
Is furniture and equipment selected, adjusted and located appropriately?			
Is the equipment in the accessible toilet properly installed and accessible?			

Recommended further guidance: 'Accessible schools: planning to increase access to schools for disabled people', DCSF LEA/0168/2002

Appendix 3b: School procedure for disability

Detailed transfer plans are drawn up in consultation with parents, teaching staff from schools and outside agencies where applicable (for example for those children with statements of educational need or medical conditions).

Details of disabled children with significant needs are kept in a register for all adults working in school. Copies are circulated to all staff who work with children together with current educational plans.

The school's list of children with special educational needs records the number of children in each category of need.

Details of particular, non-confidential, day to day needs are kept inside the school register for the benefit of supply teachers. A copy is also available in the office and in the Staff Handbook. For example, children with medical needs such as allergies, asthma and children who wear glasses. This is to ensure they can provide appropriate educational opportunities and any additional support for the identified children.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties.

Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Reasonable adjustments are made to the timetable when required for instance reduced hours, time away from the classroom or phased returns after absence.

The school's pupil tracking system monitors the attainment of all children and individual targets are set in response. The SENDCo, Headteacher, and staff, review the progress of those children with special needs.

Pupil Development Plans or Support Plans are drawn up in consultation with pupil, parent or carer and outside agencies if appropriate.

The emotional well being of all our children is a strength of the school and developed through classroom circle time, our PSHE curriculum and the SEAL project. Children communicate any concerns to their class teacher or staff with responsibility for P.S.H.C.E and the school works with positive behaviour interventions to foster resolving issues such as self-esteem, anger management and conflict.

Older children act as 'buddies' to younger age groups. Children who are socially vulnerable are noted for extra care from staff at break and dinner times and alternative activities can be arranged.

Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe.

The school promotes and monitors access for children with disabilities on all school visits, social events and individual risk assessments are compiled to facilitate positive inclusion.

Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to Bede Academy and other establishments.

Clubs are offered to pupils, sometimes with an appropriate age range limit. Pupils with disability can access activities offered but may need for example, parents, carers or family members to go with them, or the support of an adult in school or a "buddy"

Appendix 4: Further information

- *Legislation on Equality and Diversity, DCSF May 2007 (from www.teachernet.gov.uk)*
- *Schools' Race Equality Policies, from issues to outcomes DFES-1124-2004*
- *Guidance on the duty to promote community cohesion P-DCSF-1192-2007*
- *The duty to promote race equality, A Guide for Schools www.cre.gov.uk*
- *QCA Respect for all audit tool 2006, www.qca.org.uk/inclusion/*
- *Ofsted Race Equality in Education, HMI 589 Nov 2005*
- *The Gender Equality Duty and Schools EOC March 2007*
- *Northumberland County Council's Equality and Diversity policies, www.northumberland.gov.uk*
- *Equality and Human Rights Commission (EHRC, formerly CRE) www.equalityhumanrights.com*
- *Information about the Disability Equality Duty from www.dotheduty.org*
- *Examples of good practice in schools from www.standards.dcsf.gov.uk*

Appendix 5: Glossary

Equality is

- about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – creating a level playing field
- about removing or reducing all forms of unfair discrimination and has been underpinned by legislation
- about breaking down barriers for people in particular groups such as black and minority ethnic communities, disabled people, gay men/ lesbians/bisexuals/ transgender people, younger and older people, people from different religious & faith backgrounds, and men and women.

NCC Equality and Diversity Policy 2005

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

NCC Equality and Diversity Policy 2005

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

Direct discrimination

When a person is *intentionally* treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

Indirect discrimination

When a provision or practice is applied equally to all but *unintentionally* has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

Victimisation

When a person is treated less favourably because they have taken action in respect of discrimination eg making a complaint.

Victimisation is unlawful.

Harassment

When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equalities characteristic eg sex, race.

Harassment is unlawful.

Disabled person

Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

(DDA 2005)

Gender

Two aspects: gender identity is a person's internal perception and experience of their gender; gender role is the way that the person lives in society and interacts with others based on their gender identity