



Bridgelea Pupil Referral Unit
Bridgelea Road
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Manchester
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Equality Policy & Accessibility Plan

Implemented	Nov 2017
Presented by	Kelly Eyre
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Bridgelea Vision and Values

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **COMMUNICATION**. We believe that all behaviour is communication. We listen to children – and those who care for them.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **BELONGING**. We work to create a strong sense of belonging as this is what leads to growth.
- We value **DIFFERENCE and DIVERSITY**. We celebrate each other as unique individuals with rights and responsibilities.
- We value **INDEPENDENCE**. We work towards being able to achieve things on our own.
- We value **RESILENCY**. We keep on going when things are tough. We keep trying to find solutions.
- We value **HEALTH and WELLBEING**. We have a holistic approach to wellbeing across the school.

Introduction

Schools and academies are required to publish information to show how they are complying with their Public Sector Equality Duty under the Equality Act 2010 (“the Act”) and to prepare and publish equality objectives under the Equality Act 2010 (Specific Duties) Regulations 2011. This policy and guidance document details the school’s approach and commitment to equality and provides information on how the school is complying with its general and specific equality duties. As part of its commitment to equality, this policy also provides guidance on the types of behaviour which are unlawful under the Act and on the protected characteristics referred to in the Act.

This policy takes into account the provisions of the Department for Education’s non statutory advice for schools on the Equality Act 2010 and also the Employment Statutory Code of Practice on the Equality Act 2010 produced by the Equality and Human Rights Commission (EHRC). This policy also takes into account the provisions relating to equality in the Ofsted inspection framework 2015. The framework places a strong focus on actively promoting equality and diversity, tackling bullying and discrimination, narrowing any gaps in achievement between different groups of children and learners and actively promoting British values. It also makes clear that schools will be assessed in relation to compliance with their duties under the Act and the Human Rights Act 1998 and on the extent to which they promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics.

This policy also acknowledges the guides on equality produced by ACAS in August 2015, the guidance documents for schools produced by the EHRC, the duty placed on the Governing Bodies of maintained schools under the Education and Inspections Act 2006 to promote community cohesion, and the standards of international human rights as expressed in the Human Rights Act 1998, the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities.

This policy will inform the School Development Plan and will enable the school to demonstrate how promoting equality and eliminating discrimination can help to raise standards, ensure that equality and diversity are part of the school's core business both as a school and an employer and ensure that the school's commitment to ensuring its position as a provider of the highest quality education supports the school's equality objectives.

This policy is the key school document for information about equality.

Scope

This policy applies to all members of school staff (not just employees), to pupils and to school governors. It provides guidance and information for parents, carers, school visitors and other members of the wider school community and sets out the school's expectations and required standards of behaviour with regard to equality issues.

Key Principles

In fulfilling its obligations under the Act and when carrying out its duties as detailed in this policy, the school will be guided by the following Key Principles. The school will be guided by the Key Principles in the application and implementation of all its policies, procedures and practices.

- All members of the school community are of equal value and should be treated with dignity and respect. Every member of the school community is of equal value whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. All individuals are entitled to be treated with dignity and respect and should treat others in the same way.
- The school recognises respects and values difference and diversity. Treating people equally does not necessarily mean treating them all in the same way. The school will take account of differences and the kind of barriers and disadvantages which people may face in relation to protected characteristics. The school will make reasonable adjustments to arrangements or practices in relation to disability including the provision of any necessary auxiliary aids and services. The diversity of people's backgrounds and circumstances should be appreciated and valued. Diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.
- The school will actively promote British values. The school will ensure that equality of opportunity and recognition of diversity is promoted and that pupils respect others and are well prepared to contribute to wider society and life in modern Britain. The fundamental British values are democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- The school fosters positive attitudes and relationships. The school intends that its policies, procedures and activities should actively promote positive attitudes, good relations and mutual respect between all groups of individuals who are different from each other. The school will take action to prevent and tackle discriminatory and derogatory language including language that is derogatory about disabled people and homophobic and racist language.
- The school observes good equalities practice for all members of staff. The school will ensure equality of opportunity in all aspects of employment including in recruitment, promotion and continuing professional development. The school's policies and procedures for employees and potential employees will take into account equality considerations including any relevant exemptions or exclusions.
- The school aims to reduce and remove inequalities and barriers which may already

exist. In addition to avoiding or minimising possible negative impacts in its policies and practices, the school will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers which may already exist in relation to certain groups with protected characteristics.

- The school will consult and involve widely in relation to equality issues. When tackling equality issues, the school will consult and engage with those affected by its decisions and where possible, with those people who have special knowledge who can inform the school's approach. The school will take into account the views of all Stakeholders in the implementation and the review of this policy and in particular in relation to the school's equality objectives.
- The school will address bullying and prejudice motivated incidents. The school takes bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. The school will take into account the specific guidance issued by the DfE on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. Training will be given to members of staff to ensure they are aware of how to identify and to deal with such incidents. Further guidance is detailed in the school's Behaviour Policy.
- The school fosters a shared sense of cohesion and belonging and intends that its policies and procedures should benefit society as a whole. The school will strive to ensure that all pupils, members of staff and school governors feel a sense of belonging within the school and within the wider school community and that they feel respected and are able to participate fully in school and in public life. The school intends that its policies and procedures should benefit society as a whole both locally and nationally, by fostering greater social cohesion and by promoting greater participation in public life of all individuals from all groups including those with protected characteristics.

The school will take all reasonable steps to ensure that pupils, members of staff, governors and members of the wider school community are aware of and conduct themselves in accordance with the Key Principles.

Roles and Responsibilities

The Governing Body is responsible for:-

- ensuring that all governors are aware of their responsibilities under equality legislation ;having due regard to the school's general equality duty when making decisions; ensuring that this policy is implemented by the Headteacher;
- nominating a Governor to be given specific responsibility for monitoring equality issues and to report to the school's Curriculum & Performance Committee;
- ensuring that all the school policies promote equality and keeping aspects of the school's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment;
- ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of no more than 4 years;
- ensuring that equality information is published on an annual basis;
- monitoring the achievement of equality objectives.
- promoting British values.

The Headteacher (with support from the Senior Leadership Team) has responsibility for:-

- making sure this policy and any related policies and procedures are implemented in school;
- appointing a senior member of staff to assume day to day responsibility for coordinating the implementation of this policy and for monitoring outcomes;
- ensuring the school's equality objectives are published and actively pursued;
- monitoring how and whether the school's equality objectives are being met;
- producing information for pupils, staff and governors about the school's equality objectives and how they are working;
- ensuring reasonable adjustments are made in relation to disability, with regard to pupils, staff, parents, carers and visitors to the school;
- ensuring that the school follows its Disability Accessibility Plan;
- making sure that this policy (and any other policies through which the school addresses equality matters) are published and are readily available to governors, staff, pupils, parents, carers and the wider school community;
- making sure all members of staff are aware of their responsibilities under the Act and receive appropriate training and any support in carrying these out;
- ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and/or harassment related to any of the protected characteristics;
- ensuring that members of staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents;
- promoting British values.

All members of staff are responsible for:-

- being aware of their responsibilities under the Act and this policy and recognising that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- keeping up to date with equality legislation relevant to their work;
- highlighting any training or development they require to carry out their responsibilities under the Act or this policy and attending any related training or learning opportunities;
- promoting equality of opportunity and good relations and not discriminating on any grounds;
- fostering good relations between groups with protected characteristics and those without protected characteristics;
- dealing fairly and professionally with any bullying and discriminatory incidents;
- being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour;
- promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:-

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- regard people of all faiths, races and cultures with respect and tolerance;
- support the school's approach and commitment to equality and comply with the provisions of the Act and this policy.

Visitors (including parents, carers and contractors) are expected to –

- support the school's approach and commitment to equality and to comply with the provisions this policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

The Equality Act 2010

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti -discrimination laws. The Act defines types of unlawful behaviour in relation to persons with protected characteristics. The Act applies to all schools and academies including maintained and non-maintained special schools.

As part of the school's commitment to eliminating conduct prohibited by the Act, guidance on the provisions of the Act (and how those provisions apply to schools) is contained in Appendix A. The guidance provides information about the types of behaviour which are unlawful under the Act and information about the characteristics which are protected under the Act.

The Public Sector Equality Duty.

The Act also introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate specific equality duties which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

Guidance on the Public Sector Equality Duty and the specific equality duties and how they apply to schools is contained in Appendix A.

Information in relation to how the school is complying with its general and specific duties is detailed below and in the Appendices referred to. In particular:-

- examples of how the school has due regard to the three strands of its general duty are set out in Appendix A;
- details of how the school complies with its duties in relation to disabled pupils and members of staff are included in Appendix B;
- the school's current equality objectives are detailed in Appendix C;
- details of the school's accessibility audit are detailed in Appendix D
- details of the school's access audit are detailed in Appendix E
- details of the school's accessibility planning are contained in Appendix F

To assist with the duty to have due regard, the school will carry out an Equality Impact Assessment (EIA) /assess the equality implications in relation to all new policies, procedures and projects. This will help the school to ensure that it is not unlawfully discriminating against certain individuals or groups and that the school is ensuring that diversity, equality and inclusion run through all areas of school life.

The Governing Body and the school's leadership team will keep written records of all relevant decisions (including EIAs) and actions including notes of Governing Body meetings, senior leadership meetings, staff meetings, and school council meetings.

The school's equality objectives are specific and measurable and have been arrived at as a result of consultation with the school's staff, pupils, parents and members of the local community. The school will monitor and review its equality objectives in consultation with the wider community as appropriate.

Information will be published on the school's website, including details of staff and governor training on the Act to demonstrate how the school is complying with its general duty. The school's website provides links to important equality information including a link to this policy and to the school's current equality objectives.

Recruitment and Training

All members of school staff who are involved in recruitment will receive appropriate training on equality issues. Decisions concerning staff recruitment will be based on merit apart from in necessary or exceptional circumstances and where exceptions under the Act apply.

In accordance with provisions in the Act, the school will not enquire about the health of an applicant for a job until after a job offer has been made (unless the questions are related to an intrinsic function of the work for the job). Any necessary health questions will be asked after a job offer has been made and in all cases, any health related questions will be targeted, necessary and relevant to the job applied for.

The school is committed to ensuring that all members of staff and the school's Governing Body undergo training and development in relation to their duties under the Act and in relation to this policy.

Monitoring and Review

The school will review this policy annually and will ensure that the views of the wider community are sought in relation to the ongoing development and review of this policy.

The school will evaluate the success of the school's equality work using quantitative and qualitative data and by the extent to which the school achieves improved outcomes for different groups.

An analysis of equality data will inform discussions about the school's equality objectives and the school will regularly monitor whether and how the school is meeting its objectives.

The school will monitor and will regularly review all policies, procedures and practices to ensure compliance with the Act and will assess whether any changes need to be made.

Availability of Equality Information

The school will take all reasonable steps to ensure that the whole school community knows about the school's commitment to equality and is aware of the school's equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the school's website.

This policy is available:-

- on the school website;
- as a paper copy from the school office;
- as a paper copy in the staff room;
- on display for visitors including parents and carers;
- as part of the school's induction process for new staff;
- as part of equality training for existing staff.

Although this policy is the key document for information about the school's approach and commitment to equality, further equality information is included on the school's website and in the school prospectus. There are references to the school's equality duties and obligations in the School Development Plan, the School's Self-Evaluation Review and other school policies.

Dealing with Breaches

Equality is a matter which is high on the school's strategic agenda. The school takes breaches of the Act and of this policy seriously. The school is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act.

The school will ensure that any complaints and evidence of a failure to comply with the Act or this policy are promptly and thoroughly investigated and are dealt with as determined by the Headteacher (or Governing Body as appropriate) in accordance with the relevant school policy/procedure.

Where appropriate, discriminatory acts will be dealt with as misconduct under the school's disciplinary procedure. In addition to being an employment issue, sexual harassment may also amount to a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic). Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and could lead to dismissal without notice.

Appendix A

Guidance on the Equality Act 2010

An Overview

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas. The Act defines types of unlawful behaviour in relation to persons with protected characteristics. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Governing Body (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, pupils or members of the public.

Types of unlawful behaviour under the Act are: -

- direct discrimination,
- indirect discrimination,
- harassment,
- victimisation.

The protected characteristics under the Act are:-

- age,
- disability,
- race,
- religion or belief,
- sex,
- sexual orientation,

- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity.

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of age, marriage and civil partnership do not apply to pupils. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.

Indirect discrimination occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of schools, examples of legitimate aims might be: - maintaining academic or other standards or ensuring the health, welfare and safety of pupils.

Discrimination can include associative discrimination (when a person is treated less favourably because of their association with someone who has a protected characteristic) and perception discrimination (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

Harassment has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated badly or treated less favourably than they otherwise would have been 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. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

Additional provisions relating to disability

With regard to disability, there are two further types of unlawful behaviour, these are:-

Discrimination arising from a disability,

A failure to comply with the duty to make reasonable adjustments.

Discrimination arising from a disability is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

The duty to make reasonable adjustments now extends to a duty to provide auxiliary services and aids. The duty to make reasonable adjustments means that where something

a school does place a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities.

Schools must also carry out accessibility planning for disabled pupils and members of staff under the Act. With regards to pupils, schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

Positive Action and Positive Discrimination

New provisions in the Act allow schools to take positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim.

Positive action is not the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

Exceptions and Exclusions

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewelry and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and

requirements including requirements relating to health, safety and discipline.

The Public Sector Equality Duty and Supporting Specific Duties

The Act also introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate specific equality duties which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have due regard to the need to:-

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it;
- foster good relations across all characteristics.
- Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations.
- Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new specific equality duties to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty;
- prepare and publish equality objectives.
- Schools are required to update published information at least annually and to publish objectives at least once every four years. The school's current equality objectives can be found in Appendix C.

What the school is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- Conduct prohibited by the Equality Act 2010 is detailed in this policy which is available to all members of the school community through a variety of sources;
- The school's Equality Policy and equality issues in school are monitored by a nominated member of the school's Governing Body, by the Headteacher and by the P&C Committee;
- The school provides training to staff and governors about their responsibilities under the Act and about equality issues;
- The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school;
- By planning ahead, the school will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extra-curricular activities and any residential visits. The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic;
- The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of pupils with protected characteristics.
- Equality considerations are taken into account in all school policies;
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The school will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they related to an intrinsic function of the work they do. The school will ensure that reasonable adjustments are made to the interview/recruitment process as necessary;
- The school will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure;
- The school is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The school will actively promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

What the school is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The school knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;
- The school has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;

- The school collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the 2015 Ofsted Common Inspection Framework. This information will help the school ensure that pupils are achieving their potential, the school is being inclusive in practice and that trends are identified which will help to inform the setting of the school's equality objectives;
- The school will publish attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed.
- The school will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The school will collect, analyse and use data in relation to attendance and exclusions of different groups.
- The school will collect and analyse information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- The school will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The school will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The school has disabled access, disabled parking bays and a disabled toilet.
- The school is fully aware of the dietary requirements of ethnic groups within school and makes for all of our pupils taking into account equality issues;
- The school will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The school will use a range of teaching strategies that ensures it meets the needs of all children;
- The school will provide support to children at risk of underachieving; the school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;
- The school will take positive action which is proportionate to address the disadvantage faced by particular groups of children and staff members with particular protected characteristics, such as targeted support.

What the school is doing to foster good relations across all protected characteristics.

- The school will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum;
- The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The school promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;
- The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- The school includes the contribution of different cultures to world history that promote positive images of people;
- The school provides opportunities for pupils to listen to a range of opinions and empathise with different experiences;

- The school promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The school includes equality matters in the Newsletters to parents and carers;
- The school will review relevant feedback from the annual parents questionnaires and from parents' evening, parent-school forums, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- The school will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.

Appendix C

The school's current Equality Objectives are:-

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| 1. To continue to promote the whole school community in the 'Protected Characteristics' and reduce the number of incidents in which inappropriate language is used negatively; |
| 2. Improve access to alternative forms of recording for pupils with ongoing difficulties with writing. |
| 3. To close the gap between disadvantaged pupils with a focus on pupils with EHCP plans particularly in reading and writing; |

How the school has developed its objectives:-

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:-

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are specific and measurable – they meet the school's needs and are achievable;
- The objectives are integrated into the school improvement plan;
- The school will publish its objectives on the school's website;
- The school will report annually to the Governing Body on progress towards achieving the objectives;
- Evidence will be published on the school website of the steps being taken and the progress towards meeting these objectives;
- Evidence of steps taken and progress made towards meeting past objectives will also be published;
- The objectives will be reviewed annually and will be updated at least every four years.

School plan in relation to how its equality objectives will be met:-

Equality Objective	Reasons for objective	Timeframe	Progress
1. To educate the whole school community in the 'Protected Characteristics' and reduce the number of incidents in which negative language is used;	Reasons – 'Stonewall' training encouraging all schools to adopt the pledge 'No Bystanders' to remove any homophobic or racist language in schools.	2017-18	
2. To improve access to alternative forms of recording for pupils with ongoing difficulties with writing.	A number of children have fine motor skills and difficulties planning and recording their learning in the written form.	2017-18	
3. to close the gap between EHCP children and children without an EHCP particularly in reading and writing.	As a school, we aim to eliminate underachievement linked to disadvantage, through providing additional opportunities and experiences where possible.	2017-18	

Equality Audit Appendix D Part 1	
Staff data Information	Evidence and commentary
Gender of workforce as at June 2017	42 or 73.6% of our workforce are female and 15 or 26.3% are male
Race distribution of workforce as at June 2017	47 or 82.3% of our work force is white British. 2 or 3.5% Asian British. 5 or 8.8% Black British. 3 or 5.3% Any other British mixed background.
Religion and belief distribution of workforce as at June 2017	We do not collect information. We use the City Council's personnel documents for recruitment and selection.
Disability distribution of workforce as at June 2017	1 or 1.7% of workforce consider themselves to be disabled. 6 or 10.5% refused or unknown.
Applications by disability	We do not collect data regarding disability until an applicant has been appointed. This will be updated from September 2017.
Shortlisted candidates by age	We do not collect data regarding age until an applicant has been appointed. This will be updated from September 2017.
Attendance at external training by gender in 2016-2017	Of 10 staff who have attended external training in this academic year, 9 were female and 1 male.
Attendance at external training by race in 2016-2017	All staff who have attended external training in this academic year are White British.
Leavers by protected group in 2016-2017 IM, JW, EC, LM, GD, TH	6 staff left the school in this academic year, 83.4% of them were female 1 was male. 1 staff was disabled (Lupa) 0 were pregnant/maternity leave

Pupil Data	Evidence and commentary
Gender distribution of pupils as at June 2017	13 or 14.8% of our pupils are female and 75 or 85.2% are male
Race distribution of pupils as at June 2017	White British 53.8%, Irish 0%, White other 2.2%, mixed race 23%, Traveller 0%, Gypsy/Roma 0%, Pakistani 4.4%, Bangladeshi 0%, Indian 0%, Black Caribbean 3.3% Black Other 4.4%, refused/unknown 8.9%.
Pupils with a disability as at June 2017	65 or 74% currently have an EHCP
Pupils with SEN as at June 2017	Due to the nature of the school all children have SEND.
Religion and belief as at June 2017	Christian 26.4%, Buddhist 0%, Muslim 6%, Hindu 0%, Jewish 0%, Sikh 0%, Other religion 5.5%, no religion 55%, refused/unknown 5.5%

Related policies: Anti Bullying, Behaviour, SEND Information Report, Local Offer. (See School Website)

Equality Audit Appendix D Part 2

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven't done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C). The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this.

Bridgelea Equality, Diversity and Community Cohesion Audit June 2017.

Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
The context of your school						
1. The Governing Body, staff and other stakeholders have defined what “equality, diversity and community cohesion” means to them				<p>Single Equality Policy has been developed and will be reviewed annually- every Summer term.</p> <p>The following stakeholder to discuss their definition of equality and this is to be added to the Single Equality Policy:</p> <p>Consultation Dates.</p> <ul style="list-style-type: none"> -Parents (Spring 2018) -Governors (July 2017) -Children (Spring 2018) Staff (Summer 2018) 	<p>Ofsted comments to be updated after inspection.</p> <p>Definitions regarding equality to be updated every 5 years or as per new guidelines.</p> <p>Information to be made available in the staffrooms. (HLTA)</p> <p>School Council Activities with children. (NJ)</p> <p>Coffee mornings with Lisa/Jessica to support parents with equality and diversity. (JC/LS)</p>	<p>Governors HT</p> <p>Staff</p> <p>Parents</p> <p>Pupils</p> <p>SENCO</p> <p>SLT</p>
2. Training is given to all members of Governing Body and staff on the issues of equality, diversity and community cohesion				<p>Initial Equality and Diversity training for all staff and governors Autumn 2017.</p> <p>Training for staff is continued on an annual basis-every Autumn term.</p> <p>Equality and Diversity governor agreed.</p> <p>Training is offered to all new governors.</p> <p>New staff are trained at part of their 1st year induction.</p>	<p>Training for all governors and staff when appropriate in light of new legislation.</p> <p>Online training to be sourced through MSCB website. (KE-Autumn 2017)</p> <p>Repeated annually.</p>	<p>Governors HT</p> <p>All Staff</p>

3. The make-up of the Governing Body and staff reflects the community served by the school				Community governors are in place. The data relating to our school and the community is updated annually.	Maintain this balance whenever there are governor vacancies. The make-up of the governing body to reflect the local community. Governor autobiographies to be added on the school website. (KE Autumn 2017)	Governors HT
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Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
4. The SEF document contains judgements about how well the school promotes equality, diversity and community cohesion, backed up by examples within the document or elsewhere.				SMSC elements of the SEF	Complete Equality audit annually (KE/JC)	HT/all staff/ Governors/ Pupils Parents
Legal compliance						
5. School governors understand their general and specific duties under equality legislation, and take a lead in this area				Equality and Diversity governor elected. Governing body minutes A cross section of staff are governors. Governors have undertaken training on equality legislation. Discussions are undertaken re gender issues/vulnerable groups and this is evidenced in the minutes.	Maintain Equality and Diversity governor position. This nominated governor to report to the full GB meetings. MCSB Training is offered for new governors.	HT Governors
6. Duty on schools to prevent extremism/terrorism				HTs report to governors School log to report incidents. Annual training on Prevent completed.	Child Protection training reflects new legislation. Visitors to school to be monitored by staff who will challenge any extremist views as per legislation.	All staff GB

7. Equality impact assessments are used to ensure due regard is given to equality duties within policies and functions such as pupil admissions, progress, attainment, exclusions and other key areas				Work scrutiny, planning scrutiny, lesson observations, pupil attitude surveys Policy review .	Maintain high standard of data analysis regarding diverse groups. HT/admin officer scrutinize the data every term relating to lateness and attendance with regard to vulnerable groups. HT to act upon any information regarding attendance/lateness and consult parents if necessary.	All staff HT/admin officer Governors
Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
8. The importance of logging, analysing and acting on complaints about discrimination from pupils, staff and parents is understood.				The Local Authority complaints policy and procedure adopted. Parent questionnaires are analysed with regard to parent concerns and how they have been dealt with.	In future parent questionnaires to have a question related to equality and diversity. A parent friendly version of the Complaints procedure to be available on the school website.	HT/SLT/ Governors Parents All staff Lisa Shaw
9. Staff respond fairly and consistently to hate motivated incidents and keep a record of all reported incidents.				Report to governors Governor minutes Log in HTs office	Maintain Ensure this is an agenda item at every governors' meeting in the HTs report.	HT Staff Governors
10. Staff receive clear, consistent guidance and support to ensure compliance and delivery of equality objectives.				Staff meeting Minutes of staff meetings	To keep training up to date. MSCB/Virtual College Website	HT All staff

11. The school has an up-to-date Single Equality Policy that covers all protected characteristics and functions and is linked to an action plan & audit.				The Single Equality Policy covers all protected characteristics and is linked to this action plan.	Reviewed annually at the curriculum subcommittee Summer Term	HT/staff/ Governors Parents Pupils
12. The Single Equality Policy is publicly available, easy to access and can be made available in different formats or languages.				Available as a hard copy, on the website. The Single Equality Policy is available in English and in large print on request.	Review annually- Summer Term at the full governors' meeting. Other formats to be made available on request.	Staff Governors HT Parents Pupils

Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
13. The Single Equality Policy is understood and supported by governors, staff, pupils and parents.				The Single Equality Policy is shared with parents via the school website, staff in staff meetings, governors and the school council. Shared with all children in assemblies.	To be undertaken as per new legislation.	HT/ Equality governor Parents Pupils All staff
14. The Single Equality Policy is regularly reviewed in consultation with governors, staff, pupils, parents and groups representing the different protected characteristics				The Single Equality Policy has been shared will be shared with pupils and parents.	Policy reviewed annually at the Curriculum subcommittee. Reviewed with parents and pupils in Summer term annually.	All stakeholders
15. The School follows the Code of Practice on the Identification and Assessment of Special Educational Needs (DfE 2014).				2017 SEND Information Report Local Offer	SEND Information Report reviewed annually All children are assessed on entry to school.	All Staff Governors SENCo

16. The School makes effective use of delegated resources to support children with special educational needs.			<p>The notional SEN budget is discussed with the SENCo, the finance officer and the finance committee.</p> <p>Provision mapping for SEN is updated regularly to ensure the correct deployment of support staff for all SEN children.</p> <p>The impact of the above measures is then assessed through: scrutinizing data and annual review targets.</p>	Maintain this standard of monitoring Governors to continue to challenge this area for effectiveness.	Staff/ Governors SENCo
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Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
17. The school has an up to date Accessibility Plan, which is being implemented.				Accessibility plan in place and updated annually	Annual review by curriculum committee	HT/ Governors
18. The School provides parents, carers and guardians with information about how to access the Independent Advisory Service.				Open evenings (JC/LS) Newsletters (JC/LS) Parents are directed to this service through annual reviews and review meetings.	Maintain link with outside agencies such as Independent Advisory Service Maintain information sharing via newsletters/website/reviews Early Help Offer	HT/SENCO/DP
20. The School will prepare and publish equality priorities to demonstrate how the general equality duty will be met.				Available in the Equality Policy that details our equality priorities.	Update annually	SENCO
Monitoring and impact assessment						

21. The school has an accurate, up-to-date profile of its pupils, staff and the local community by race, sex, religion and disability (sexual orientation is optional).				SIMS/Census Disability information for the community is not available	Office staff collect data. Governors are representative of our local community Collation of data to support equality monitoring including staff recruitment.	HT Governors L Shaw D Hallworth
22. The school has a list of policies that they will Equality Impact Assess and have a schedule for the completion of these Equality Impact Assessments				All policies in place reflect equal opportunities as per current legislation.	Ensure that each policy is reviewed to reflect the current equality legislation	HT/staff/ Governors
Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
23. Monitored data is analysed to identify unjustifiable disparities and the possible causes.				Termly tracking by staff/ assessment, leader and governors. All data is collated by ethnicity, gender, disability, FSM etc vulnerable groups identified and discussed to ensure no avoidable disparities.	Pupil progress meetings every term with SLT Data discussed and trends analysed and identified Objectives then identified for priority.	All staff/ Leadership team Governors
24. The results of monitoring and equality impact assessments inform: INSET priorities, pupil profile meetings and school development planning.				Single Equality Policy on website Governor training Staff training	SIP updated annually by HT and staff and discussed at the Autumn term full governors' meeting.	HT All staff Governors
25. The School systematically monitors, review and record the progress of pupils identified as having special educational needs and report to the governing body.				Analyse the data on a termly basis. Governing Body minutes	Progress and EHCP outcomes reviewed with parents, pupils, SENCo and class teacher termly. Baseline assessment of all new children.	Assessment leader All staff Governors SENCo Pupils Parents
Sense of belonging						

26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion				School aims Assemblies PSHE Scheme Learning Walks	World's Largest Lesson to be repeated. School Council to continue to be developed. Displays to be improved to support a stronger sense of diversity.	All staff Pupils Parents NJ (AHT)
27. Staff and Governors know what is expected from them and what they can expect in return as expressed in codes of conduct, staff handbooks and policies				Staff handbook/induction process Policies New governor handbook New governors invited to tour the school prior to first GB meeting	Training offered to all new governors. Governors to be invited into school on a more regular basis.	Clerk Chairman HT Governors All staff
Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
28. Governing Body meetings illustrate that the school has been made aware of and has responded to community views				Parent evening feedback. HTs reports, parental consultations and workshops Pupil questionnaires Parent attitude questionnaires	Concerns from the local community are taken to the full governing body meetings eg a letter regarding parking was discussed and the chairman responded to this in writing.	HT All staff Governors
29. The school works with parents of children with special educational needs as equal partners in their child's education.				Progress meetings Annual reviews	Reviews are held annually for children with EHCPs of SEN All children have termly reviews.	HT All staff SENCo
Teaching learning and curriculum						
30. The curriculum is regularly assessed to ensure that it promotes equality and cohesion across all protected characteristics				Lesson observations, book scrutiny, pupil and parent questionnaires Ofsted inspections, HTs reports	HT reports findings to staff and governors on a regular basis. Increase representation and celebration of diversity across the curriculum.	HT SLT All staff

31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.				Lesson observations, lesson plans, book scrutiny, pupil questionnaires Ofsted inspections	Ongoing-maintain self-evaluation and share with all staff and governors	HT SLT All staff Pupils
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.				Pupil progress reviews every term Analysis of data Small group work support	Ongoing-maintain self-evaluation and share with all staff and governors	HT SLT Governors All staff
33. Governors and staff have evidence that curriculum activities promote shared values and build children's understanding of diversity				HTs reports school aims, Curriculum coverage	Maintain the quality of the information provided to governors Improve quality of displays to celebrate diversity within Manchester.	All staff Governors
Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
34. The school has an action plans of work to meet the needs of its pupils in terms of cultural diversity				RE curriculum Assemblies Visitors Visits SEAL PSHE Single Equality Policy School Improvement Plan	Whole school and subject action plans reviewed every term.	HT SLT All staff Governors
35. Governors are aware of levels of pupil mobility and how the school addresses these				HTs reports Full governing body minutes	Report on pupil mobility at every Governing Body meeting in the HTs report	HT Governors
36. Governors and staff comment on the advantages of diversity within their community as well as tackling the challenges it presents				Policy is reviewed annually. Data is monitored with regard to different groups in the wider community.	Staff meeting agenda to identify more opportunities for engaging with wider community. Gov training to be highlighted.	HT Staff Governors

37. The Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated			Assemblies PSHE curriculum Displays Themed weeks HT reports	Ongoing	All staff Governors	
38. The staff can provide examples where they have challenged assumptions and addressed sensitive and controversial issues around all of the protected characteristics			Planning PSHE /RE curriculum Community Cohesion coverage Assemblies Incidental issues centred around the protected characteristics	Teaching staff to note any incidental issues centred on the protected characteristics. Governors and staff discuss these at meetings Hate motivated incidents to be reported at governing body meetings in the HTs report	HT All staff Governors	
Audit Area and Questions	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom
39. The Governing Body knows how the school tracks relative underachievement by particular groups and how successful this has been			Data analysis Nominated governors meet with subject leaders and discuss any areas to Improve.	Ongoing	HT Assessment leader All staff Governors	
40. Approaches are in place to deal with prejudice, discrimination, bullying or harassment and, if used, have been successful			Anti-Bullying Policy/ Behaviour Policy these policies are reviewed. LA racist incident guidelines Occurrence of racist incidents are reported to the governing body.	To ensure that staff are aware of the difference between discrimination and challenging extremist views.	HT All staff Governors	
41. Staff have monitored discipline and exclusion patterns to highlight particular groups and have discussed these with the Governing Body			Chair of Governors informed. Exclusions reported at full governor meetings. Exclusions to be reported on the HTs report to governors	Ongoing	HT Governors	
Equity and Extended Services						

<p>42. The SEF contains judgements on the contribution parents and other communities makes to pupils' learning and well being.</p>			<p>SEF form is under constant review Pupil and parent questionnaires- Ofsted Parent View</p>	<p>SEF ongoing Parent Questionnaires twice per year based on the Parent View questions. Questions to be altered after discussion with staff, pupils and feedback from parents on a range of issues.</p>	<p>All stakeholders</p>
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Access Audit Appendix E

Feature <i>For example:</i>	Description			Actions to be taken	Person Responsible	Date to complete Actions by
	Central	South	East			
Number of storeys	1 Floor	1 Floor	3 Floors (*Including Cellar)	Key Point -South and East Sites are being vacated in September 2017 and Bridgelea will be relocated to a new site in Plymouth Grove. Plans are being drawn up June 2017. Detail to follow. Actions will only be included with reference to the Central site.	P. Hoyland	Sep 2017
Corridor Access	1 staff corridor	1 corridor	2 corridors	No further action required as all school have accessible facilities.	NFA	
Lifts	None	None	None	No further action required as all school have accessible facilities.	NFA	
Parking Bays	8	11	15	Signs to be put up to indicate disabled parking bays.	F. Kennerk.	Sep 2017
Entrances	1	1	3 Entrances	No further action required as all school have accessible facilities.	NFA	
Ramps	1	0	1	No further action required as all school have accessible facilities.	NFA	
Toilets	2 x pupil blocks (2 in each) 2 x Staff 1 Disabled	2 x pupil blocks (2 in each) 1 x Staff/ Disabled	3 x pupil blocks (2 in each) 2 x Staff 1 Disabled	All disabled toilets to be cleared so that if required space would be available for access.	Site Leads & HLTA Caretakers	Sep 2017
Reception Area	1	1	1	No further action required as all school have accessible facilities.	NFA	

Internal signage	Fire exit signs on all emergency exits Classrooms; main office; SLT office; kitchen; therapy room; store room; staff room; staff toilet; cleaners store room.	2 illuminated 7 ordinary Same signs as other sites.	Fire exit signs on all emergency exits Classrooms; main office; SLT office; kitchen; therapy room; store room; staff room; staff toilet; cleaners store room.	Signs to be accompanied by visuals to support children with reading difficulties.	Site Leads & HLTA	Sep 2017
Emergency escape routes	8	8	6	No further action required as all school have accessible facilities.	NFA	

Accessibility Action Plan 2017-2018 Appendix F

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum			
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.			
	Targets	Strategies	Outcome
Short Term	Audit to ensure all children regardless of disability have access to a broad and balanced curriculum	Whole school discussions, SENCo to check provisions for children on SEND Register. SENCo to monitor PCP's	Raise awareness of all staff Training needs highlighted
	Increase confidence of staff in differentiating the curriculum to suit the specific needs of children with disabilities	Undertake audit of staff training	Training needs of staff are clearly understood
	Ensure TA's have access to specific training on disability issues if needed	Use staff audit to identify TA training needs and inform Professional Development Process	Raised confidence of staff in strategies to differentiate work for children with disabilities
	Ensure TA's are aware of and able to use, SEND software and resources	Audit all SEND ICT and other resources, making list available to all staff. Individual training on SEND software as appropriate	Wider use is made of SEND resources in mainstream classes
	Ensure all staff are aware of children with disabilities curriculum access.	Ensure that PCP's address access needs and that information is shared with appropriate staff	All staff are aware of the access needs of individual children with disabilities

	Ensure all children with disabilities participate equally, when desired, in after school and lunchtime activities	Survey participation in extra-curricular activities for children with disabilities. TA available at break/lunch times to facilitate specific needs	Disabled children participate confidently, when desired, in after school and lunchtime activities
	Monitoring of the achievements of children with disabilities	Achievements monitored according to disability	Trends or patterns can be established and action taken if necessary
	Ensure that all school trips are accessible to all	Develop guidance for staff on making trips accessible	All school trips are accessible to all children
	Review PE curriculum to make PE accessible to all	Gather information about PE and Sports for children with disabilities	All children are able to access PE and Sports
	Targets	Strategies	Outcome
Medium Term	Future policies updated to include access to pupils with disabilities	Increased subject co-ordinator knowledge	All updated policies include provision for accessibility
	Review all curriculum policies to include disability issues	Include specific reference to disability equality in all curriculum reviews	Increased awareness of the effect of disability issues in all curriculum areas
	Provide advice to parents/carers of children with disabilities on how they may support their learning in the core curriculum	Hold workshops each term for parents/carers of children with disabilities	Parents/carers have greater knowledge of how to support children
Long term	Staff to receive appropriate training as highlighted by audit.	Whole school training identified needs. Appropriate course identified	Increased knowledge by staff, needs of pupils catered for

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Outcomes
Short Term	Audit of site to highlight needs	Contact LA Access team, Building Inspector, Visually Impaired Services to look at Central and Plymouth Grove. Prioritise needs.	Improved access for wheelchair users. Site suitable for visually/hearing impaired.
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children with disabilities Ensure that all staff are aware of responsibilities	All children with disabilities and staff working with them are confident in the event of a fire
	Targets	Strategies	Outcomes
Medium Term	Improve acoustics in the school hall	Seek advice from the Sensory Impairment Children's Team on acoustics Purchase a new sound system and radio mike	Hearing impaired children are better able to access activities in the school hall
	Targets	Strategies	Outcomes
Long Term	Site totally appropriate to needs of all	Continuous monitoring Access Funding if required.	Site accessible to all regardless of disability.

Aim 3: To improve the delivery of written information to disabled pupils and parents			
	Targets	Strategies	Outcomes
Short Term	Availability of written materials in different formats	Parents asked if written material is accessible. Pupil registration forms to include needs of parents/pupils. Staff to identify specific needs of individual pupils	Written material produced in alternative formats, if required
	Targets	Strategies	Outcome
Medium Term	To improve/increase provision formats	Explore variety of support services and alternative formats available. Appropriate resources purchased or accessed	Increase in appropriate formats provision
	Develop an Inclusion Leaflet, giving advice to parents when necessary	Seek advice from Shropshire Council about necessary information to include	To increase the confidence of parents and carers of children with disabilities
	Targets	Strategies	Timescale
Long Term	To review necessary provision annually and with each intake check provision for assessment annually	Information acquired on entry	Needs of parents/pupils regularly updated.
	Children become more aware of their own learning styles and access needs	Encourage children to express their access needs and explore preferred learning styles	Children able to articulate their access needs and understand their own learning styles

Aim 4: To promote the rights and achievements of people with disabilities			
	Targets	Strategies	Outcomes
Short Term	Children with disabilities fully participate in school life	Encourage children with disabilities to be represented on school council and take part in school events such as assemblies	Children with disabilities in many areas of school life
	Bullying or harassment of children with disabilities is monitored and dealt with effectively	Monitoring procedures are established	Elimination of bullying of children with disabilities
	Targets	Strategies	Outcome
Medium Term	Disability is displayed positively in books, displays and events	Books and display materials purchased to portray the positive achievements of people with disabilities	Disability is displayed positively in books, displays and events
	Children aware of wider issues concerning people with disabilities	School takes part on Deaf Awareness Week or similar event each year	All children gain wider understanding of disability issues