

Leconfield Primary



Equality Policy

(including Accessibility Plan)



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Our Vision

At Leconfield, our vision is to provide a safe, caring and inspiring environment where children are supported, challenged, and valued personally and academically so they can be the best they can be.

We are:

- Respectful – everyone is valued and has a place in our community. We provide a friendly and inclusive environment where quality relationships are important. We value and respect individuals.
- Open Minded – our minds are always open to new experiences and we prepare children for the challenges and opportunities of adulthood in a changing world.
- Curious – we encourage and enable everyone to experience success and help our children to develop lively, enquiring, imaginative and creative minds through our broad and exciting curriculum.
- Kind – we are kind to others, ourselves and our surroundings. We are respectful of everyone. We take responsibility for our role in the world around us.

In conclusion...We ROCK!

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Leconfield Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Leconfield Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Reasonable Adjustments

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Leconfield Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Leconfield Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Leconfield Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out September 2023, by members of staff and pupils. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Leconfield Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Leconfield Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Leconfield Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2022-2026

As stated above, Leconfield Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Elizabeth Pollard is the Chair. Our objectives are set out below:

1	To develop the knowledge and skills of staff and Governors around equality and diversity issues
2	To ensure that pupils' attainment progresses in line with the school's average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced
3	To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Leconfield Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	✓	Available at the school office
Anti-bullying policy	✓	Behaviour and Discipline Policy
School development plan	✓	Governing body minutes - Available at the school office
Equality training materials	✓	
Parent and pupil surveys	✓	Newsletters
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Leconfield Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Leconfield Primary Accessibility Plan 2023-2026

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2026 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Leconfield Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2023-2026

Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
<p>Lessons, activities and visits are planned and delivered in a way that promote the participation and involvement of all pupils and staff</p>	<p>Staff training on planning and delivering lessons as appropriate.</p> <p>Risk assessments as required.</p> <p>Additional support as required.</p> <p>Staff training on how to organise the classroom and promote participation of all.</p> <p>Appropriate training provided as pupils and staff with different needs join the school.</p>	<p>Ongoing/ September 23</p> <p>October 2023</p>	<p>KT/CE/SI</p>	<p>School Fund</p> <p>As required</p>	<p>New reading resources bought and in use promoting diversity across the school. Pupil voice shows increased engagement with reading for pleasure.</p> <p>Training provided to meet needs. New staff have attended RWI training.</p> <p>New staff continue to be RWI trained – all support staff have been fully trained so we have been able to increase the number of phonics groups which has led to higher quality provision.</p>

Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
The accessibility of the school environment is understood, issues are addressed and this is regularly reviewed	<p>Undertake a school accessibility audit annually.</p> <p>Identify possible improvements needed.</p> <p>Implement improvements if necessary.</p> <p>Ensure that accessibility and the potential needs of pupils, staff and visitors from protected groups are considered when making changes to the school, its functionality and its policies/procedures.</p>	September 23	KT/SI/CE	Funded by ERYC	<p>Toilets refurbished in the annexe building to include unisex facilities. Unisex toilets within the infant section of the school.</p> <p>Discussion with ERYC before any changes to the school building or access.</p>
The school supplies suitable auxiliary aids, resources, IT equipment and services as required and appropriate to support accessibility	<p>Training on needs disabled users may have provided when needed.</p> <p>Review procedures when needed.</p>	Ongoing	KT/SI/CE	As necessary	N/A.
Issues identified from most recent accessibility audit have been considered and, where reasonable and necessary, acted upon	<p>Review the hearing loop systems throughout the school and repair/replace/train staff as necessary if required.</p> <p>Replace the flush handle on the disabled toilet.</p> <p>Investigate the feasibility of a flashing light system linked to the fire alarm.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	KT/SI/CE	<p>As required</p> <p>As required</p> <p>As required</p>	<p>Not currently required / not in use at school.</p> <p>New door furniture has been fitted and is accessible for all.</p> <p>Not currently required at school.</p>

<p>The layout of the school allows access to all areas as appropriate</p>	<p>Review the quality of flooring and doors throughout the school including step markings.</p> <p>Investigate lighting to the car park.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>KT/SI/CE</p>	<p>As required</p>	<p>Ongoing maintenance of the floor. Step markings installed. Trees cut back to expose lighting. New LED lighting installed throughout the school Summer 23 including external lighting. Trees cut back to improve visibility within public areas and to prevent the flagstones becoming uneven.</p> <p>Lighting has been updated and improved in car park area and around the outside of the hall. Summer 2025.</p>
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Aim 3 - Improve the availability of accessible information to disabled pupils

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
<p>All pupils, staff and parents can access all information and documentation relevant to them that the school produces</p>	<p>All written materials are available in different formats and languages when requested or needed.</p> <p>School website is accessible to all viewers and has appropriate accessibility tools.</p> <p>Adapted resources to aid accessibility to disabled pupils are available as needed.</p>	<p>As needed and ongoing</p>	<p>KT/CE/SI</p>	<p>As required</p>	<p>As required to meet needs. Interpreter offered and used as required for families. 2025 Interpreters have been used this year to support families in meetings. School has ensured interpreters have been offered to families.</p>

Appendix 2: Leconfield Primary’s Annual Update on Progress towards the Equality Duty and the Equality Objectives (2024-25)

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the ‘general’ equality duty, when exercising their functions, and must have due regard to:

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

Further to the general duties of the PSED, as above, public bodies are subject to ‘specific duties’. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Leconfield Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2022-23	Examples/Evidence for 2023-24	Examples/Evidence for 2024-25
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	<p>No child has been permanently excluded.</p> <p>Pastoral support plans and behaviour management plans are used as necessary for any child who may be at risk of fixed term exclusions.</p> <p>If and when incidents occur, appropriate investigation and fact finding procedures are followed and parents are usually informed depending on the outcome. Actions are taken to support all involved and advice from other agencies is sought as necessary (behaviour support team / EHaSH / CAMHs etc.</p> <p>We follow the East Riding guidance and policies for</p>	<p>No child has been permanently excluded.</p> <p>Reduced timetables have been used successfully with the agreement of the BST and parents to support children to access the curriculum and reduce the risk of permanent exclusion.</p> <p>Reintegration timetables have supported children to access the curriculum successfully.</p> <p>Training and support for staff provided by BST.</p> <p>We follow the East Riding guidance and policies for Whistle Blowing and Safeguarding.</p> <p>All staff are aware of and understand their responsibilities under the</p>	<p>No child has been permanently excluded.</p> <p>Reintegration Plans have been used effectively for children with additional needs. These have been supported by EWO, EHCO and parents. The plans have enabled children to access a bespoke curriculum successfully. Attendance of these children has improved.</p> <p>Training and support for staff by BST.</p> <p>We follow the East Riding guidance and policies for Whistle Blowing and Safeguarding.</p> <p>All staff are aware of and understand their responsibilities under the East Riding Staff and</p>

	<p>Whistle Blowing and safeguarding.</p> <p>Any Hate incidents are recorded under the Report Hate Incident procedure and the school undertakes its duty to report these figures to the LA.</p> <p>Governors receive information and data regarding any incidents of bullying, Hate, safeguarding etc. and monitor this data for trends. Policies and procedures are reviewed with this information in mind. The school invites a range of visitors to promote self-confidence, raise awareness of discrimination and anti-bullying messages. The school promotes a positive approach encouraging discussion and openness.</p> <p>Safeguarding updates are delivered to all staff each term.</p> <p>Our school values – honesty, respect & kindness underpin our school ethos.</p>	<p>East Riding Staff and Volunteer Code of Conduct.</p> <p>We record any Hate incidents and we report these figures to the LA and governors.</p> <p>The governors receive information regarding any Hate incidents, bullying, safeguarding at the termly full governor board meetings.</p> <p>The safeguarding report to governors is updated every term and share with governors.</p> <p>Data is analysed and is monitored for trends.</p> <p>A range of activities and visitors support staff in delivering positive messages and raising awareness and encouraging open discussions.</p> <p>Our We ROCK values – We are Respectful, Open Minded, Curious and Kind underpin our school ethos and curriculum.</p>	<p>Volunteer Code of Conduct.</p> <p>We record any Hate incidents and we report these figures to the LA and governors.</p> <p>The governors receive information regarding any Hate incidents, bullying, safeguarding at the termly full governor board meetings.</p> <p>The safeguarding report to governors is updated every term and shared with governors.</p> <p>Data is analysed and is monitored for trends.</p> <p>Termly meetings with the EWO ensure challenge and effective monitoring. Good relationships have been developed with parents to encourage good attendance.</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>All children participate in the National Curriculum.</p> <p>An exception would be requested if this was necessary.</p> <p>The school has strong links with the three main secondary schools our children move to and has also linked with other</p>	<p>All children access the National Curriculum and exceptions would be requested of necessary.</p> <p>We have developed strong links with the secondary schools our children go on to attend. We attend events at the secondary schools throughout the year with our KS2 children such as sporting events so</p>	<p>All school activities are fully inclusive. We discuss with parents needs in advance of events to ensure that these are accessible to all.</p> <p>All children access the national curriculum. Exceptions to this are requested as necessary and advice is sought from</p>

	<p>secondary schools in order to support transition.</p> <p>The school makes provision for extra transition visits and meetings for children and parents moving to new schools who may need extra support. This year, pupils had extra visits which was supported by staff from both schools and parents.</p> <p>Teachers from the local secondary schools visit the school. The Year 6 pupils also visited the main feeder school to take part in lessons. The Head, Y6 teacher and SENCO have meetings with the secondary schools' head of Y7, pastoral leads and SENCO. These meetings are opportunities to pass on vital information to aid a smooth transition. Transition documents are also sent.</p>	<p>that the environments and staff are familiar to children. Staff from the secondary schools also visit the school throughout the year and get to know our children.</p> <p>The school makes provision for extra transition visits and meetings for children and parents moving to new schools who may need extra support. A pupil and their family moving schools mid-year to alternative provision was supported by the SENCO and Head with transition visits.</p> <p>Teachers from secondary schools meet with our Y6 teacher, SENCO and Head to pass on relevant information about children including academic, safeguarding and pastoral. Transition documents are also sent.</p>	<p>other agencies and professionals.</p> <p>We continue to work with the secondary schools our children move to in Year 7 and attend events and activities hosted by these schools.</p> <p>We make provision for children and families moving to new schools who may need extra support. This year this has included supported extra visits to secondary schools, an extra private visit to secondary school for our Year 6 class and support for families to attend transition meetings.</p> <p>Teachers from secondary schools meet with our Y6 teacher, SENCO and Head to pass on relevant information about children including academic, safeguarding and pastoral. Transition documents are also sent.</p>
<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<p>ELSA qualified staff attend regular updates.</p> <p>Whole school rewards systems – certificates given at celebration assemblies in school and within classrooms, Ted points, stickers etc.</p> <p>Displays.</p> <p>Google Meets.</p> <p>Check-ins with children and parents.</p>	<p>Celebration assemblies celebrate achievements in and out of school. Any member of staff can award a certificate to any child. Certificates are linked to our school values.</p> <p>Rewards have been developed for good attendance and regular reading.</p> <p>We have a display showing places our whole school community have lived and attended school. Our transient population</p>	<p>Celebration assemblies continue to celebrate achievements in and out of school. Any member of staff can award a certificate to any child. Certificates are linked to our school values.</p> <p>Rewards have been developed for good attendance (once a term) and regular reading through our whole school initiative 'Rock to the Top' (every half term).</p>

	<p>Newsletters and boards within school promoting children's work.</p>	<p>means children travel all around the world and we encourage them to share these experiences.</p> <p>Weekly newsletters, termly class letter, regular updates via seesaw app and our school website all promote children's work.</p> <p>We have regular check ins with children and parents through the school week and, where necessary, through holiday periods.</p>	<p>Our military families are celebrated through a whole school display created during Month of the Military Child. We have a display showing places our whole school community have lived and attended school. Our transient population means children travel all around the world and we encourage them to share these experiences.</p> <p>We have developed class learning journeys which are displayed in corridors. These showcase learning opportunities and celebrate success.</p> <p>We promote healthy lifestyles and engagement with sporting events through a range of extra-curricular clubs for KS1 and KS2 which are available to all children.</p> <p>We have a sports information board which highlights events, competitions and successes.</p> <p>We have a whole school learning journey for the year which celebrates our values, pastoral and wellbeing work.</p> <p>Weekly newsletters, termly class letter, regular updates via seesaw app and our school website all promote children's work.</p> <p>We have regular check ins with children and parents through the school week</p>
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Leconfield Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Leconfield Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

Progress against the Equality Objectives

The other ‘specific’ duty is to develop and publish measurable equality objectives that are needed to further the three aims of the ‘general’ equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Leconfield Primary’s equality objectives for 2024-25.

Equality Objective	Progress in the last school year 2022-23	Progress in the last school year 2023-24	Progress in the last school year 2024-25
<p>To develop the knowledge and skills of staff and Governors around equality and diversity issues</p>	<p>CPD is planned according to the needs of the establishment, pupils and staff. The CPD links directly to the SDP and school priorities.</p> <p>Equality & Diversity is a standing agenda item at relevant committees and meetings.</p> <p>School is taking part in a social competencies pilot with ERYC.</p> <p>Accessibility plan is reviewed by governors, children and staff.</p> <p>The Accessibility plan is discussed by Premises committee.</p>	<p>CPD is planned according to the needs of the establishment, pupils and staff. The CPD links directly to the SDP and school priorities.</p> <p>Equality & Diversity is a standing agenda item at relevant committees and meetings.</p> <p>Accessibility plan is reviewed by governors, children and staff.</p> <p>The Accessibility plan is discussed by Premises committee.</p>	<p>Governor Skills Audits are carried out and training and development opportunities are highlighted to ensure the board has the knowledge to support the school.</p> <p>CPD is planned according to the needs of the establishment, pupils and staff. The CPD links directly to the SDP and school priorities.</p> <p>Equality & Diversity is a standing agenda item at relevant committees and meetings.</p> <p>The accessibility plan is reviewed by governors, children and staff.</p> <p>The governors carry out site visits with the caretaker and SBM. They highlight any areas for repair or development and raise these at the committee meetings. The Accessibility plan is discussed by the Premises committee.</p> <p>Our governors are involved in decision making to support our work on equality and diversity. E.g. our curriculum committee worked with the English leads when expanding our</p>

			<p>library and reading corners to ensure a range of diverse literature is available.</p>
<p>To ensure that pupils' attainment progresses in line with the school's average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced</p>	<p>Disadvantaged Champion attends termly training & updates by ERYC Role of Disadvantaged Champion Governor created embedded.</p> <p>Disadvantaged Champion Governor has attended training.</p> <p>Ongoing monitoring of group outcomes by Assistant Head/SLT.</p> <p>Pupil Progress meetings include scrutiny of specific group Head reports to governors.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups. Identify trends/specific groups to target. Provision mapped to support children where appropriate.</p>	<p>New Disadvantaged Champion in place. Training and CPD in place and termly meetings and updated by ERYC.</p> <p>Disadvantaged Champion Governor meets with Designated Champion at least termly or sooner if required.</p> <p>Ongoing monitoring of group outcomes by Assistant Head/SLT.</p> <p>Pupil Progress meetings include scrutiny of specific groups. Head, SENCO, Assessment lead, Disadvantage Champion & DT report to governors.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups. Identify trends/specific.</p>	<p>We have introduced several new roles to ensure all groups specific to our school make at least good progress. This includes a Service Pupil Champion and Service Pupil governor.</p> <p>We have a Disadvantaged Champion who is a member of the SLT.</p> <p>We have a Disadvantaged Governor who meets regularly (at least termly) with the Disadvantaged Champion to look at the progress and attainment of disadvantaged pupils. This promotes challenge.</p> <p>We have introduced a Service Pupil Champion who is a member of the SLT.</p> <p>We have a Service Pupil Governor who meets with the Service Pupil Champion to look at progress and attainment for this group. This promotes challenge and reflection.</p> <p>The SENCO and SEND Governor meet to look at how needs are met in the school, progress and attainment, promoting discussion and challenge.</p> <p>Training and CPD are in place for staff and governors.</p>

			<p>There is ongoing monitoring of group outcomes by Assistant Head/SLT.</p> <p>Termly Pupil Progress meetings include scrutiny of specific groups. Head, SENCO, Assessment lead, Disadvantage Champion report to governors.</p> <p>Assessment lead attends training & updates and analyses school outcomes and internal data for groups. Identify trends/specific.</p>
<p>To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum</p>	<p>Visitors to school/visits to places of worship. New library and resources for library ordered from the diverse book list. Visitors to school support and extend provision. New curriculum planning matches the school values of We ROCK.</p>	<p>Links with both local churches established.</p> <p>Children attend Harvest service and Remembrance wreath laying ceremony at local churches established.</p> <p>As part of Religion and World View Curriculum, a range of leaders from different faiths visit KS2 for workshops and Q&A.</p> <p>Reading curriculum enhanced with addition of high quality texts demonstrating a range of diversity. (Take One Book).</p>	<p>Links with both local churches established.</p> <p>Children attend Harvest service and Remembrance wreath laying ceremony at local churches each year.</p> <p>Members of the armed forces visit school to support with our Month of the Military Child activities as well as Remembrance Day ceremonies.</p> <p>Each year Pupil voice is used to select three charities for the school to support.</p> <p>As part of our Religion and World View Curriculum, a range of leaders from different faiths visit for workshops and Q&A. Children also visit places of worship for a range of religions e.g. synagogue and Hindu temple.</p>

			<p>We have introduced a range of high quality texts for use in our writing curriculum. These are from a range of cultures and demonstrate a range of diversity. This is linked to our reading curriculum.</p>
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