

Scotforth St Paul's Church of England Primary and Nursery School  
Single Equalities Policy 2014-2017

Overarching statement

- In accordance with our Christian ethos and Mission Statement, we pledge to respect the equal human rights of all our pupils and to educate them about equality. As God values and cares for every individual, as a member of His family, so will we.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race, disability, religion, age and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including bullying in relation to equality laws;

All staff are responsible for:

- dealing with any hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Headteacher, Mrs A. Aylott, is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

This policy is in 2 parts, race equality and disability

## **Part A: Race Equality Plan 2014-2017**

### **1. Introduction**

This plan sets out how Scotforth St Paul's Church of England Primary and Nursery School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Local Authority procedure for reporting racist incidents involving pupils in schools.

### **2. Ethnic monitoring**

Scotforth St Paul's School serves a largely white British heritage community and the school population (2015 PLASC data) was as follows in terms of ethnicity:

White British pupils	164
White and Asian	1
White and black African	2
Any other mixed background	1
Any other white background	2
Chinese Heritage	0
Indian	3
Any other Asian background	3
African	1
Refused to give info.	0

The numbers show children who are aged 5 and over.

There have been two reported racist incidents between 2007 and 2015, both of which were minor (one was victimless) and of the verbal kind. However both were comprehensively dealt with and the perpetrators and victim worked with. Analysis of performance data does not identify any race specific achievement issues.

### **3. Impact Assessment**

The following policies have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000:

- Race Equality Policy, the Governors adopted the Local Authority's policy in 2001.

The outcomes of this were: the Governors have continued to adopt the Local Authority's Race Equality policy on an annual basis.

#### **4. Action Plan to address the General Duty to promote race equality**

##### **KEY AREAS IN PROMOTING RACE EQUALITY**

###### **CURRICULUM**

- Race equality is integrated into the curriculum and opportunities are provided for all pupils to explore issues of race equality and develop the skills required to challenge racism.
- The curriculum reflects and promotes ethnic, cultural and religious diversity.
- This school promotes an inclusive curriculum, which aspires to reflect the multi-ethnic nature of our society.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- School managers provide guidance and examples of good practice for colleagues in ensuring that race equality is considered across the whole school curriculum.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

###### **ATTAINMENT**

- Pupil's attainment and progress in individual subjects and across all stages is monitored by ethnic group and by other subdivisions of the number on roll.
- The school develops strategies for tackling differences in the attainment and progress of ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Pupils are offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial equality in education, work experience, and career choice.
- Steps are taken to strive to ensure that pupils on work experience are not subjected to racism or racial harassment.

###### **LEARNING AND TEACHING**

- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to identify the specific needs of minority ethnic pupils and inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- All parents are regularly informed of their child's progress.
- Staff, parents and pupils are supported in understanding the purpose and processes of anti-racist education in the school.
- Pupils and parents are given the opportunity to feedback to the school on the content and delivery of the curriculum.

- Staff informally assess the impact of race equality education on pupils.

### **SUPPORT FOR PUPILS**

- The school operates a policy and set of procedures for dealing with racist incidents and bullying.
- Staff, pupils and parents are informed of the school's procedures for dealing with racist incidents and bullying and are encouraged to report all such incidents to an appropriate member of staff.
- Support is offered to pupils who are the victims of racial abuse or harassment.
- Racist incidents are treated very seriously in the school and parents are asked to support the school in challenging racist views and racist behaviour where it arises.
- A record is kept of racist incidents within the school.
- The school recognises and values diversity including bilingualism, different religious beliefs and cultural backgrounds.
- The language and learning needs of ethnic minority pupils are identified and appropriate support used.
- Parents are encouraged to provide the school with accurate information about their child(ren) including information about ethnicity, linguistic background and religious beliefs.
- This information is used in confidence under the Data Protection Act, to improve services and educational opportunities for all pupils.
- Assessment information gathered on pupils identifies gaps in attainment and structures are put in place to address gaps for pupils who are under-achieving, including pupils from different racial backgrounds.
- Pupils with Special Educational Needs, who belong to a minority ethnic background are supported by the school to ensure that their needs are fully met.
- The school makes full use of external agencies and outside bodies to support pupils, provide educational programmes and to consult with about developing strategies.

### **ETHOS**

- This race equality policy reflects the ethos of the school and is linked to all the school's policies.
- Steps are taken to ensure that everyone associated with the school is kept informed about the Race Equality Policy and abides by it.
- The school values all its pupils and takes steps to ensure that all minority ethnic pupils, parents and staff perceive themselves to be valued members of the school community.
- Pupils, parents and staff are afforded opportunities to review and comment on the policies, procedures and ethos of the school.
- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

- Parents are welcome and respected in school and all parents are encouraged to participate as fully as possible.
- Interpreters and translated materials are available to assist parents for whom English is an additional language.
- All parents, including those from minority ethnic communities, are encouraged to play an active role in the life of the school.
- Equality and fairness is at the heart of all the work of the school.

## **RESOURCES**

- Resources are available in the school for teaching purposes and for individual learning and leisure purposes, which reflect the multi-cultural nature of society, provide a global perspective and challenge racism and prejudice.
- As appropriate, the school will explore a broad range of other media e.g. Computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- Staff are all made aware of their duties under the Race Equality Policy and are provided with training opportunities where appropriate.
- Positive role models from black and minority ethnic communities are provided to pupils.
- A member of the School Management Team has responsibility for overseeing the development and implementation of the Race Equality Policy.

## **MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE**

- The school will monitor the impact of this and all other relevant policies on pupils, parents and staff from different ethnic groups. In particular, the school will monitor the impact of policies on the attainment levels of pupils.
- To monitor pupils' attainment, the school will collect information about pupils' performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information the school will monitor other areas that could have an adverse impact on pupils' attainment such as:
  - Exclusion
  - Racism, racial harassment and bullying
  - Curriculum, teaching and learning (including language and cultural needs)
  - Punishment and reward
  - Membership of the school board of Governors and Friends' Association (FOSSY)
  - Parental involvement/attendance at parental evenings/consultation sessions
  - Working with the community
- The school will monitor pupils' attendance for all groups and use the data to develop strategies to address poor attendance.
- The school will monitor exclusions for all pupils and use the data to ensure no group of pupils is being unfairly treated.
- Provision will be made for pupils to take time off for religious observance, through leave of absence and authorised absence.
- The school management team will informally consult with staff, parents and pupils about the continuing implementation and impact of the Race Equality

Policy and will take action to address any negative impact from school policies or procedures on black and minority ethnic pupils.

- Equalities issues will be embedded within school development plans and appropriately resourced.

## **5. How policies and practice are monitored**

Performance data is analysed on an annual basis and Governors receive regular reports regarding any reported racist incidents within school. The Governing Body, via the Curriculum Committee, reviews aspects of learning and teaching that are relevant in the context of promoting race equality.

**6. The next race equality plan** in 2017 will build upon this plan's actions as necessary via the results of monitoring, and other information.

Gender Equality Plan 2014-17

### **1. Duties**

This plan sets out how Scotforth St Paul's Church of England Primary and Nursery School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2006.

### **2. Impact Assessment**

The following policies/plans have been assessed in regard to the schools' duties under the Equality Act 2006: all curriculum policies, behaviour management policy, school improvement plan, admissions and appointments procedures.

The outcomes of this were:

There was no evidence of a compromise of gender equality issues. The curriculum focuses on pupil achievement irrespective of gender. Appointments to the staff are competency based and not gender based.

### **3. Action Plan to address the Race and Gender Equality Duty**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
i. Eliminate unlawful sex discrimination	Monitor all aspects of school life, implement whistle-blowing policy where appropriate	HT and Govs	Ongoing		No reports of unlawful sex discrimination have been made since 2001

ii. Eliminate harassment related to gender	Monitor all aspects of school life, implement whistle-blowing policy where appropriate	HT and Govs	Ongoing	No evidence of any gender - related harassment
iii. Promote equality of opportunity between men and women	<p>Ensure remuneration is task/role specific.</p> <p>Actively participate in the re-modelling agenda</p> <p>Actively participate in an Equal Pay Review</p> <p>Review appointments procedures to ensure adverts / questions to do not discriminate</p> <p>Consider requests for flexible working objectively and from a needs-led position.</p>	<p>Govs</p> <p>Govs</p> <p>Govs</p> <p>Govs</p> <p>Govs</p>	Ongoing	<p>Since 2007, 3 requests have been supported. Staffing and Finance minutes support adoption of equal opps practices.</p>
iv. Promote equality of opportunity between boys and girls.	<p>Standards of achievement and attainment are monitored annually with the Sip and LSIP</p> <p>Address any performance differences via curricular change</p>	<p>HT and staff - reporting to Curric Comm</p> <p>Curric leaders and teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Generally no key issues and standards are very high.</p> <p>Review of curriculum to make more skills based and cross curricular. Commenced in KS1, moving into lower KS2.</p>

	Continue to enable all children to access the wider curriculum	Teachers, Teaching Assistants extended services	Ongoing		All clubs remain open to (and include) boys and girls. Boys and girls represent the school in all sports.
v. Change children's perceptions of children in the developing world.	Children to support link school in Africa seeing a positive outcome to their fundraising and children achieving.	Whole school	Ongoing		
vi. Promote children's knowledge of where Christians live.	Displays around school showing Christians around the world beginning with countries children in school are from e.g. Bulgaria.	Whole school	Ongoing		
vii. Raise the profile of ethnic minority groups.	Show positive role models on displays around school including sports stars.	Whole school	ongoing		

#### **4. Gender monitoring**

PLASC gives general data. LSIP enables school to monitor gender performance issues annually.

**5. Annual reporting** in relation to the Action Plan will occur as follows: to the governing body, annually, as part of school self-evaluation and improvement planning (Autumn term)

**6. The next gender equality plan** in 2017 will build upon this plan's actions, the results of monitoring, and other information as necessary.

## Part B: Disability Equality Scheme 2014/2017

At Scotforth St Paul's, we are committed to ensuring equality of education and opportunity for disabled children and adults. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in delivering or accessing our services. The achievement of disabled children and adults is monitored and we use this data to raise standards and ensure inclusive practice. We will make reasonable adjustments to make sure that the children's environment is as accessible as possible.

At Scotforth St Paul's, we believe that diversity is a strength, which should be respected and celebrated by all those who access and deliver our services.

This scheme should be read in conjunction with our Accessibility Plan, Bullying Policy, Behaviour Policy, Educational Visits Policy, SEN/Inclusion policy and Race and Gender Equality Policies,

### **Reasonable Adjustments**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non - disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

And when

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

### Legal requirements/role of Governing Body

*Under Part 5A of the DDA governing bodies are required to:*

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body of Scotforth St Paul's C of E Primary School will promote equality of opportunity for young people and adults.

In addition, duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

These are the core areas covered by our Accessibility Plan which outlines how the Governing Body intends to further increase access to education for disabled pupils which is incorporated in this scheme.

### What do we understand by "disability"?

At Scotforth St Paul's C of E Primary and Nursery School we promote disability equality and prepare all our young people for life in a diverse society. We use the term 'disabled' to refer to someone who has:

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

We do not interchange the term **disabled** with the phrase **special educational needs** although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA definition of **impairment** to include **hidden impairments** such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- *'physical impairment'* which includes sensory impairment;
- *'mental impairment'* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

**In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:**

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

**The core value of Scotforth St Paul's C of E Primary and Nursery School in relation to disability is to actively seek to:**

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

**(DDA 2005 S.49A)**

### **Involvement and consultation**

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It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Scotforth St Paul's C of E Primary and Nursery School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

- Consultation with disabled pupils, staff, parents - disabled personally or parents of children with disabilities (past, present or prospective), governors, LA staff and community.
- Drop-in sessions
- School council involvement
- Liaison with other agencies e.g SALT, O.T. EP services

## **Gathering Information**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Scotforth St Paul's C of E Primary and Nursery School, the following information is monitored:

- How many disabled children in school/what impairment groups represented/not represented
- We collect information on disability of new pupils as part of admissions via an opportunity to disclose on the form or request a conversation. We arrange home visits if necessary so that sensitive issues may be discussed with privacy.
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability) staff who have rights under the DDA. Staff with disabilities e.g diabetes have reasonable adjustments made to their working conditions.
- Attendance at extra - curricular activities
- Involvement in educational visits including the residential visit. It is a matter of course that disabled pupils are included on all visits unless it is against the express wish of the parents, and adjustments are made at the planning stage to accommodate their needs.
- Behaviour Logs/Serious incident book
- Participation in assemblies/school council
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys/questionnaires
- Attendance
- Exclusions
- ECM outcomes

## **Meeting the six duties**

At Scotforth St Paul's C of E Primary and Nursery School we aim to meet the requirements of the 6 duties through:

### **Promoting equality of opportunity**

- By awareness raising and staff training;
- By ensuring all policies reflect the school's commitment to equal opportunities for the disabled
- By keeping a watchful eye on the impact of policies;
- Reviewing and adjusting policies;
- Raising expectations;
- Improving communication.
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

### *Eliminating discrimination*

The school is committed to ensuring equal opportunities for all children, employees and users of school services and all school policies and procedures are based on this commitment.

### *Eliminating bullying and harassment*

The school has adopted LA policies on harassment at work.

The school's Anti Bullying Policy is regularly monitored and reviewed by a team of staff, parents, Governors and students. The latest policy is available from the school's web site or directly from the Head Teacher.

- raising awareness amongst staff and pupils of disability-related harassment;
- understanding the nature and prevalence of bullying and harassment;
- recognising and addressing bullying and harassment;
- involving pupils themselves in combating bullying;
- reviewing school anti-bullying policy and procedures
- ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- asking all staff in performance management interviews if they feel they are being bullied or harassed in any way
- the use of SEAL materials as appropriate
- the use of worry boxes in each class
- the Values based curriculum
- if a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

### *Promoting positive attitudes*

- by living out our mission statement where just as God values and cares every individual as a member of His family, so do we
- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum - SEAL/PSHE/RE/Values based activities
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;
- celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- inviting disabled members of the community/organisations to talk to children.

### Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

### Taking steps to meet disabled people's needs, even if this requires more favourable treatment

- **additional coaching or training for disabled pupils, staff or parents;**
- special facilities for disabled pupils at breaks and lunchtimes;
- making extra efforts to ensure disabled children can access out of school learning/visits
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

### Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Scotforth St Paul's C of E Primary and Nursery School has drawn up an action plan which outlines how the requirements of the DDA 2005 and Equality Act 2010 will be met. This action plan has been written in consultation with disabled people as outlined above.

This action plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

- Continuing to promote equality of opportunity between disabled people and other people by:
  1. Continuing to increase awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning and personal learning plans
  2. Facilitating access to the School by supporting parents of young disabled children through access to information, specialist teacher time, drop in clinics with school nurse and training when appropriate
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by
  1. Continuing to monitor incidents of harassment and bullying of disabled children, parents/carers and staff. Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.
  2. Embedding children's circle time and story time to investigate and address issues relating to disability and bullying with all pupils.

- Promoting positive attitudes towards disabled people by:
  1. Ensuring that all staff, coordinated by the SENCO promote positive attitudes to disability through representation in posters, collages, and displays and learning materials.
  2. Continuing to celebrate and highlight key events such as the Paralympics and Learning Disability Week.
  3. Ensuring that disabled children and adults are represented and encouraged to participate in centre events, newsletters and our website.
  4. Where possible, invite disabled people into school as positive role models, especially from our local community

**Action plan attached below**

### The action plan

The action plan outline shows what will be achieved in 2014 - 17 with regards to meeting the Disability Equality Duty/Equality Act. Actions for 2014/15 will be evaluated in Summer 2015.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
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2014-2015							
4	Promoting equality	11-17 March mental Health Awareness week 2 April-World autism awareness day 3-9 November dyslexia awareness week 17-21 November-Anti-bullying week	Evidence collected of events - displayed on website	Yearly	Whole school	Spring/Summer 2015	Autumn 2015 (and then each year)
1,2,4,5,6	Accessibility around school	5 year building plan	Improved accessibility	Termly in safety walk round	Buildings committee	2014	Autumn 15
1,2,3,4,5,6	Improved information accessibility	Review of information available in school and on the website. Offer on newsletters to have a large print version of information.	Feedback from parents/ website users	Yearly	HT	Autumn 14	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2015/16							
4	Promoting equality	Each year whole school to choose a range of disabilities to focus on throughout the year linking with national days. Inviting in positive role models.	Evidence collected of activities/ events	Yearly	Whole school	Autumn 2015	Summer 2016
1,2,4.546	Accessibility around school	5 year building plan	Improved accessibility	Termly in safety walk round	Buildings committee	Autumn 15	Summer 2020
1,2,3,4	Promoting positive attitudes and equality towards physical difficulties	Whole school activities linked to the summer Paralympics including playing in a seated volleyball intra school tournament.	Simple questionnaire in autumn 2015 repeated in summer 2016- attitudes towards disabled people's sporting abilities.	Yearly report to curriculum committee through SEN reporting.	School action team, inc SENCO FS/KS1 team leader to lead but involving all staff.	Spring 2016	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2016-2017							
4	Promoting equality	Whole staff to choose a range of disabilities to focus on throughout the year linking with national days. Inviting in positive role models.	Evidence collected of events/ activities	Yearly	Whole school/FOSSY	Autumn 2016	Summer 2017
1,2,4,5,4,6	Accessibility around school	5 year building plan	Improved accessibility	Termly in safely walk round	Buildings committee	Autumn 2016	Summer 2020
1,2,3,4	Promoting positive attitudes and equality towards Autistic Spectrum Disorder (ASD)	Educate young children via use of specialist story books to explain condition. Circle time. More INSET for all staff. Educate parents via special parental information session., involving LEIS input. Publicly celebrate achievements of children with ASD.	All staff attending INSET. Even more inclusive practice demonstrated by all staff. Good parental attendance at meeting. More tolerance of "difference " by parents.	Termly report to curriculum committee through SEN reporting. Yearly summary update	School action team, inc SEN/DCO FS/KS1 team leader to lead but involving all staff.	Autumn 16	Ongoing

## Monitoring and reporting

The action plan will be reviewed on a yearly basis by the Governing body in consultation with stakeholders. The views of those pupils (and their parents) affected by the policy will be sought during ILP reviews and via other means if the pupil is not in receipt of an ILP or Statement of SEN/EHCP. The school will use the information gathered to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

At the end of the three year cycle the Disability Equality Scheme and Accessibility Plan will be reviewed and a new scheme agreed and implemented.

Details of how copies of the school's Disability Equality Scheme and Accessibility Plan can be obtained will be made available in the school prospectus and on the school web site.

For further information, please:

Contact: Mrs Alison Aylott, Headteacher,  
Scotforth St Paul's C of E Primary and Nursery School, 01524 65379, [head@scotforth-st-pauls.lancs.sch.uk](mailto:head@scotforth-st-pauls.lancs.sch.uk)

- **The Code of Practice** is available from [www.dotheduty.org](http://www.dotheduty.org)
  - **The Disability Rights Commission (DRC)** has produced guidance for schools which are available on the above website.
  - **The Department for Education and Skills (DfES)** produced a free pack for schools called 'Implementing the Disability Discrimination Act in Schools and Early Years'. This provides useful information, training materials and DVDs on making existing duties work. Written guidance contained in the pack can be downloaded or full copies obtained online at [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)
  - **Disability Equality in Education Course Book - Making it Happen** by Richard Rieser [www.diseed.org.uk](http://www.diseed.org.uk)
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