



GEORGE STREET PRIMARY SCHOOL



Strategic Equalities Plan 2022 - 2025



Every Child Matters, Every Day Counts

Date: July 2023

Introduction

The Equality Act 2010 requires schools to develop and publish Equality Objectives and a Strategic Equality Plan with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and detail what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years. Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Head teachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider all guidance previously distributed. Similarly, schools are advised to work in their clusters in the preparation of their SEP.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

George Street Primary School
Strategic Equality Plan
2022 – 2025

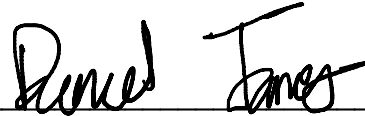
Strategic Equality Plan agreed by Governors:

(Signed by Chair)

Scheme due for review: March 2025

Policy Review Dates:

Review Date March 2024 Signed by Chair



Review Date March 2025 Signed by Chair



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I. Our distinctive character, priorities and aims

I.1 School values

At George Street Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At George Street Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

George Street Primary School is situated in the small town of Pontypool in Torfaen. It caters for pupils aged between 3 and 11 years. Pupils are drawn from a well-established residential area which is described as being economically disadvantaged. The majority of children come from the notional catchment area and around 34% are designated to be eligible for free school meals. Around 6% of our children are on the ALN register. At present there are 421 pupils on roll including 53 pupils attending Nursery.

Most of our pupils are of British, white ethnic backgrounds. The school does have a small but significant number of Gypsy Traveller pupils who make up approximately 13% of the school population. We have around 43 pupils from other ethnic groups (around 10%). The school has a growing population of pupils for whom English is an additional language, although this number remains very low around at around 5.4%. The school also has a small number of Children Looked After (6 2023/2024 around 1.4%)

Most of our Nursery pupils stay on to full time education. We do receive pupils from other state nurseries and private establishments.

George Street Primary School has a Values based ethos and invests a lot of time and effort into promoting good levels of pupil well-being and developing social and emotional aspects of learning.

Our community is supportive and we consider ourselves to be a community school with good relationships with the people in our vicinity.

1.3 Mainstreaming equality into policy and practice

At George Street Primary School, we are committed to providing equality and excellence for all in order to promote the highest standards.

The **purpose** of this Strategic Equality Plan is to fulfil that duty in respect of each of the protected characteristic groups in establishing justice and equality in all aspects of our policies, procedures and practices.

The **principles** of this Strategic Equality Plan apply to all members of the school community.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- The Torfaen equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. boys v. girls; racism/diversity work

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 and Appendix 2**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school
- acknowledges that it has a key leadership role in promoting equality and recognises the need to work with school staff and partnership organisations including the LA.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

2.4 Learning and Teaching

- All pupils have access to the mainstream curriculum in accordance with WG guidelines.
- All classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and that their contributions are valued.
- Teaching styles include collaborative learning and AFL practices so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate, be analysed by equality indicators.
- All classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of a range of people living in the United Kingdom. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

2.5 School curriculum

- Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum experience for pupils of all backgrounds.
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.
- Extra-curricular activities and special events e.g. school concerts and community events cater for the interests and capabilities of all pupils. The school gives due regard to parental preferences and concerns.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

2.6 Admissions, attendance, behaviour, discipline and exclusion

- In line with WG guidance, the Local Authority has responsibility for admissions and for ensuring that the process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils
- Comprehensive information regarding pupils' ethnicity, home language, religion, physical needs, diet, known allergies etc is included in all admission forms
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as agreed within the whole school behaviour policy statement.
- Exclusions and attendance are robustly monitored and effective action is taken in order to reduce gaps between different groups of pupils
- Absence is always followed up by appropriate personnel in compliance with agreed procedures stipulates within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.
- Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. The appropriate policies (Anti-bullying, Behaviour and Discipline, Inclusion, Disability discrimination, Gender and Anti-Sexist, Race Equality) are all linked to this Strategic Equality Plan.
- Appropriate provision is made for leave of absence for religious observance for pupils and staff.
- **2.7 Attainment, progress and assessment.**
- Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.
- The monitoring and analysis of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this
- Staff use a range of methods and strategies to assess pupil progress. The school ensures that all formative and summative assessment is free of gender, racial, cultural and social bias.
- Self-evaluation and peer assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process

2.8 Partnerships with parents and the community

- The school endeavours to provide information materials for parents in accessible, user-friendly language and formats. Where appropriate, the school will endeavour to provide information in community languages and alternative formats upon request. This includes use of the School website www.georgestreetprimary.co.uk and Twitter as well as a text messaging service.
- Progress reports to parents are provided in a range of formats in order to ensure that all parents/carers have the opportunity to participate in the dialogue. The school works towards a 100% engagement level of all parents/carers in consultations about pupil progress
- All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all.
- Parental involvement is monitored to ensure the participation of parents from all groups whose children are at the school. Actions are included in the schools Strategic Equality objectives to address any inconsistencies. When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- The school works in close partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times may target minority or marginalised groups.
- The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.
- The school recognises that it has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- An analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- Pupil attainment and progress data relating to different groups;
- Children and young people's views actively sought and incorporated in a way that values their contribution;
- Information about how different groups access the whole curriculum and how they make choices between subject options;
- Sports and activities choices of all groups;
- Uptake of enrichment activities by group;
- Exclusions data analysed by group;
- Records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development and retention of employees;
- Outcomes of activities promoting community engagement and community cohesion;
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We consider the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities.

- Meeting times vary to accommodate needs of individuals and groups.
- School sends out annual questionnaires to parents and carers to seek viewpoints – this is done in conjunction with parent consultations to support large numbers of returns. This is currently conducted electronically.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. *To ensure equity of experience within school.*
2. *All young people, staff and other adults respect each other and that school is a safe and happy place to learn and work.*
3. *The curriculum is used to challenge prejudice and stereotypes and that pupils understand how prejudice and stereotyping may affect different groups or individuals.*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are acting to fulfil both the general and specific duties.

Our action plans are incorporated into the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the

individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- Revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- Using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by March 2025

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Appendix I

Torfaen Equality Objectives The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

**The Council Will Ensure Gender Equality In Pay Within The Workplace.
This Will Be Demonstrated Through Equality In Pay And Pay
Distribution Within The Workforce. (Executive Member For Resources)**

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community
And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And
Community Safety)**

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

**The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. –
(Executive Member For Health, Social Care, Well Being And Equalities)**

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.
(Executive Member For Resources)**

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Appendix 2 George Street Primary School

**Strategic Equality Plan 2022-2025
Equality Objectives and Action Plan**

Equality Objective 1: To ensure equality of experience within school			
Evidence	Protected Characteristics	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> •Specific comments within consultation and surveys •Verbal comments from visitors to schools •Increasing number of pupils with disability within school •Statemnting reviews, annual reviews •Health and Safety audits •Accessibility plans and planning •School Improvement plans •School ALN policies •Equality Policy and previous SEP 	Public Duty <ul style="list-style-type: none"> •Advance equality of opportunity Protected Characteristics <ul style="list-style-type: none"> •Disability •Age 	<ul style="list-style-type: none"> •Increased attendance at school events/trips due to improved costs, better access and more accessible environment •Increased satisfaction expressed by pupils and families during PCPs •Increase in well-being •Increase in involvement and achievement of disabled pupils within school 	Pupils, parents/carers, governors, grandparents, staff, visitors

Action	Outcomes/what will success look like?	Resources/who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Involve all pupil voice groups in decision making re: equalities	Pupils engaged and involved in ensuring equality of opportunity within	Pupil voice groups SLT	Annually	Minutes and presentations of pupil groups	2023/2024 - Pupil voice groups meet with lead staff and Pupil Parliament meet with headteacher. Link governor

	<p>the school: meetings; activities to develop empathy / understanding; presentations to classes and during assemblies; presentations to governing body</p>				<p>attends pupil parliament meetings. Upper KS2 project on improving unstructured times for all.</p> <p>2024/2025 Pupil voice groups meet with lead staff and Pupil Parliament meet with headteacher. Link governor attends pupil parliament meetings. The Pupil Leadership team has been involved in the interviewing of HT and DHT. School Council plan for events at school such as Red Nose Day.</p>
<p>Audit of accessibility including physical and other disabilities</p> <p>Involvement of school council considering accessibility of school and school experiences/trips</p>	<p>All opportunities considered for disabled pupils/stakeholders through appropriate risk assessment.</p> <p>Improved accessibility for any stakeholders with a disability.</p> <p>Pupil voice listened</p>	<p>ALNCO - Audit of communication, advice</p> <p>ALNCO - Review adaptations for ALN and disabilities e.g. SpLD, Dyslexia, Cerebral Palsy</p> <p>Audit of accessibility with</p>	<p>Ongoing termly</p>	<p>SLT/ALNCo termly monitoring</p> <p>Pupil voice groups minutes</p>	<p>2023/2024 - PEEPs in place for children who require additional support.</p> <p>Risk assessments for trips are completed appropriately for individuals.</p> <p>Individual health care plans for individuals.</p> <p>Meetings rooms are accessible, and seating is appropriate.</p> <p>Appropriate toilet facilities are in place.</p>

	<p>to and acted upon to improve accessibility within schools as well as school experiences</p>	<p>LA H&S officer, governor</p>			<p>Cloakroom monitors are now in place after pupil voice discussion about accessibility.</p> <p>2024/2025 PEEPs in place for children who require additional support. Risk assessments for trips are completed appropriately for individuals. Individual health care plans for individuals.</p> <p>Meetings rooms are accessible, and seating is appropriate. Appropriate toilet facilities are in place.</p> <p>Alternative provision has been put in place for individuals and groups of children who need specialist support e.g. individualised swimming lessons and enhanced environments to meet the needs of individuals with specialist equipment.</p> <p>Next steps – pupil voice activities linked to accessibility.</p>
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<p>Recognising, adjusting and adaptations to meet needs of pupils, including those in deprivation</p>	<p>All pupils able to access provision, experiences and resources as necessary</p>	<p>All staff - Making adaptations for pupils. ALNCO - Review adaptations for ALN and disabilities e.g. SpLD, Dyslexia, Cerebral Palsy. Community focused group</p>	<p>When required</p> <p>Termly</p> <p>Half termly</p>	<p>SLT/ALNCO learning walks, listening to learners.</p> <p>Minutes to meetings and calculations of the cost of a school year. Impact of PDG</p>	<p>2023/2024 - Staff training linked to costing of school year completed. Target 3 of SDP involves deprivation and gaining Heart of the Community Award. All staff have been involved during staff meetings etc. ASD friendly school action plan in place – environmental checklist completed annually. Sensory room within school – accessible to those who need to use it.</p> <p>2024/2025 – Staff are very mindful of the cost of the school day/year and will seek funding wherever possible. School has achieved the Silver Heart of the Community Award. Weekly food bags are offered to families as well as clothing support. So far, this academic year: 21 families have accessed Cook Stars, 48 families are supported with food parcels, 33 families have attended our Friday Coffee and Chat</p>
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					<p>afternoons.</p> <p>Over 20 families have been supported with clothing.</p> <p>Community demountable project has begun (in the process of being built).</p> <p>An ASD Friendly School Award has been achieved. School has an ongoing action plan in place – environmental checklist completed annually.</p> <p>Sensory room within school – accessible to those who need to use it. We also have a soft playroom and an outdoor physical play area to support ALN children.</p> <p>Planned grant funding ensures trips can be partially funded.</p>
Staff training	<p>Staff equipped to meet the needs of all learners.</p> <p>Improved achievement, wellbeing and engagement for all pupils and staff.</p> <p>Increased</p>	<p>All staff – ASD friendly schools</p> <p>Thrive training for SH, MC, JT, SHemms, BC, CW</p> <p>All staff – tackling all aspects of poverty</p>	Ongoing termly	<p>Progress towards ASD action plan.</p> <p>Thrive assessment data.</p> <p>Minutes to meetings and calculations of the cost of a</p>	<p>2023/2024 - All staff involved in ASD Friendly School Award and events.</p> <p>Thrive practitioners have access to annual training. SH and MC no longer work at school. CW licence has expired (long term sick). JT and SH have thrive sessions with children. BC currently 1:1 using</p>

	<p>participation / understanding of needs for governors and staff. All staff and governors kept up to date with poverty/community award.</p>	<p>All staff – heart of the community award</p> <p>All staff - RWI/Fresh Start training</p>		<p>school year. Impact of PDG.</p> <p>Progress towards heart of the community award. Reading data.</p>	<p>thrive techniques. MM has started Commit training. TIS practitioner supporting children. CT receiving TIS training. AHT and ADHT 2-day TIS training. 2x staff training in Teaching Talking. 4x staff training in POPAT and 2 of these have been trained in Pre POPAT. ALNCo completed Young Carers training - identifying young carers and Sleep Talkers training. 6 x staff have accessed the ASD experience bus. All staff have received RWI/Fresh Start training.</p> <p>2024/2025 – all staff have received training on assessment and progression. Identified EYs staff have visited an ASD school as part of professional learning. All TAs have regular PI time for NPEP work.</p>
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					<p>Thrive practitioners have access to annual training. Leaders have accessed PL e.g PL Lead training, Assessment and Progression training, WalkThru training. FP staff have visited lead school to support them in enhancing provision of all children. 1 x TA is attending Aspiring HLTA programme. 1x HLTA has access Open University (2-year programme). Newly appointed HT is accessing a 2-year programme.</p>
Audit of resources	<p>Quality resources to enable pupils to access the curriculum</p> <p>Wide range of texts in the school library/RWI/Fresh Start reading books</p>	<p>AoLE leads audit of resources</p> <p>ALNCO audit of ALN resources</p> <p>Literacy lead audit of library/RWI/Fresh Start to order suitable texts</p>	<p>Summer term in readiness for new academic year.</p>	<p>SLT/AoLE leads learning walks – FADES.</p> <p>Listening to learners</p>	<p>2023/2024 - Relevant resources are ordered for all areas of the as well as ALN. Resources are ordered to meet the needs of individual chn. Sensory room resources have been replenished.</p> <p>2024/2025 – continued with above but also resources the soft play and physical play areas. FP classroom resources have been a focus and this will continue. Books linked to CLPE have</p>

					<p>been ordered and are being accessed.</p> <p>Spelling books linked to RWI/Fresh Start have been ordered and accessed.</p> <p>MyOn, Star Maths, Mathletics and Mathseeds are accessed by children and staff (in school and at home for home learning).</p> <p>Next steps – outdoor resources.</p>
Sharing knowledge across cluster	<p>Positive transition experiences for pupils with additional needs to increase wellbeing and reduce anxiety.</p> <p>Termly Cluster Well-being group meetings</p>	<p>Y6 Teachers, Secondary Transition Leader, ALNCO - Enhanced transition</p> <p>School Cluster Leads – sharing of resources and events</p>		<p>Cluster HT meetings</p> <p>Listening to learners</p> <p>Transition minutes</p>	<p>2023/2024 - Year 5 and 6 children attend transition days at cluster secondary school. Yr 6 children attend other secondary schools for transition days.</p> <p>Maths teacher from West Mon attends year 6 maths lessons each week.</p> <p>Yr 6 teachers and Yr 7 head of year meet every year for transition meeting.</p> <p>DSPs meet (GS and WM) to discuss safeguarding concerns/CLA/CP for transition between yr 6 and 7.</p> <p>ALNCo from schools meet and arrange enhanced transitions</p>

					<p>between yr 6 and yr 7. LLC cluster group project on reading and questioning. Cluster wellbeing leads meet to discuss wellbeing projects. ALNCo cluster meetings every half term.</p> <p>2024/2025 – as above excluding the cluster ALN meeting. Music teacher from West Mon attends year 5 music lessons each week. Year 6 meet with Year 7 West Mon pupils for a Q&A session.</p>
<p>Make adjustments and adaptations to meet needs of parents and carers</p> <p>Involving parents and carer.</p>	<p>Increased attendance and / or engagement for school events/performances/celebrations; pupil progress meetings/parent consultations; parent group meetings</p> <p>Communicating accessibility to all stake-holders</p>	<p>All teachers / School Clerk - Other arrangements for parents/carers e.g. phone calls instead of attending parent's evenings</p> <p>DHT / School Clerk - Communicating accessibility to all</p>	<p>Termly updates</p> <p>Annually</p>	<p>DHT, FLO, EWO, SSSO - Parent attendance data</p> <p>Comments in future stakeholder questionnaires</p>	<p>2023/2024 - All year groups invite parents to school once a year for a sharing event. All parents/families are invited to Christmas events – community Christmas event/Christingle/performances. Parent consultations are via phone call and/or face to face 2 x yearly. FLO delivers food parcels to identified families. FLO, ALNCo and named staff conduct home visits as and when needed.</p>

		<p>stake-holders</p> <p>DHT, Link Governors for parents</p>			<p>All families receive weekly newsletters via text messaging services as well as class information/planning pages. Entry and exit routines have been adapted for particular families.</p> <p>2024/2025 – as above with the addition of the pathway at the back of the school being opened to all FP families in order to make drop off easier.</p>
<p>Audit of extra-curricular activities and suitable adaptations made</p>	<p>All pupils able to access clubs that are offered to their classes</p>	<p>DHT/ALNCo to give advice re: inclusion and disability, and liaise with all club leaders</p> <p>DHT/school council/link governor audit extra -curricular activities and access to for all pupils</p>	<p>Termly</p>	<p>Audit data</p> <p>Listening to learners</p>	<p>Families are made aware of the extra curricular activities and a booking system is in place. These activities are open to all pupils.</p> <p>PE HLTA speaks to individual parents re: possible clubs outside of school.</p> <p>More work needed auditing extra-curricular activities. However, ALNCo monitors clubs linked to ALN attendance.</p> <p>2024/2025 – as above.</p>

Equality Objective 2: All young people, staff and other adults respect each other and that school is a safe and happy place to learn and work

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> • Specific comments within consultation • School Improvement plans • School ALN policies • School Equality Policy and SEP • Listening to learners • Listening to teachers • Racist Incident monitoring • Recording of bullying incidents • Parental complaints • Hate crime data Gwent • LA bullying data • National surveys 	<p>Public Duty:</p> <ul style="list-style-type: none"> • advance equality of opportunity • Eliminate discrimination • Foster good relations between different groups <p>Protected characteristics:</p> <ul style="list-style-type: none"> • race • religion and belief • disability • sexuality • gender 	<ul style="list-style-type: none"> • attendance data • reduction in recorded bullying incidents • reduction in racist incidents • increased well-being • listening to learners • reduction in parental complaints 	<p>Pupils, parents/carers, governors, staff, visitors</p>

Action	Outcomes/what will success look like?	Resources/who is involved?	Timescale	Monitoring arrangements	Actual outcomes

Anti-bullying week undertaken annually	All children to be educated in anti-bullying	All staff - Anti-bullying resources	Ongoing	Listening to learners Stakeholder pupil/parent questionnaires	2023/2024 - Anti bullying week takes place annually.
LA and KS2 questionnaire	Reduction in the number of bullying incidents within cluster schools			School bullying incidents data Attendance data	At present there are 0 cases of bullying.
No-tolerance culture of bullying.	All incidents recorded in school and parents informed				When children have had a misunderstanding, parents are informed if needed. AHT also meets with parents who query bullying. CCTV footage is used as evidence.
					KS2 access survey and SLT analyse results.
					2024/2025 - As above. At present there are 2 cases of bullying. We have been a pilot school for My

					Concern and reporting cases of bullying and racism. School also celebrates Show Racism the Red Card, Gypsy Traveller Month and the cultures of those who attend school.
<p>Heddlu Bach (Mini police) pupil voice group for Year 5 and 6 pupils in place</p> <p>Heddlu Bach Lead/local police representative and governor works with group to form an action plan to include assembly presentations and ideas for</p>	<p>A Heddlu Bach pupil voice group is established in school; work collaboratively with the local community and the police</p>	<p>Heddlu Bach Lead/local police representative and governor</p>	<p>Ongoing</p>	<p>Minutes to meetings Progress towards targets in action plan</p> <p>Listening to Learners</p> <p>Learning Walks</p>	<p>2023/2024 - At present there isn't a mini police group.</p> <p>Head and deputy pupils meet with AHT and ADHT each term to discuss rules etc. Further work needed on this area.</p> <p>2024/2025 – children from year 3 to 6 worked with active Travel to monitor the traffic at the main entrance of the</p>

projects.					school, using speed radar to record the speed in which cars travel outside of school.
Themed days/weeks in curriculum undertaken such as cultural diversity weeks	<p>Range of themed weeks celebrated and studied throughout the school year: Special assemblies Class topics Stories / books RE / PSHE lessons</p> <p>Increased understanding and awareness of a range of cultures</p> <p>Increased opportunities for groups within the school community to have their voices heard</p> <p>Visitors from different cultures to talk to pupils</p>	<p>Humanities AoLE team Pupil Voice groups All staff Visits and visitors www.awarenessdays.co.uk</p>	<p>Ongoing from September 2023 Cultural Calendar activities in place: <i>Shwmae Day</i> <i>Show Racism the St. Dwynwen's Day</i> <i>International Remembrance Day</i> <i>Holocaust St David's Day</i> <i>Shrove Tuesday</i> <i>World Book Day</i> <i>World Autism Awareness Month</i> <i>Black History Month</i> <i>Week Comic Relief.</i> <i>Sports Relief</i></p>	<p>Listening to learners</p> <p>Stakeholder questionnaires</p> <p>Assembly themes</p> <p>Pupil voice group minutes</p>	<p>2023/2024 - Themed days/weeks planned for.</p> <p>Jigsaw lessons taught from year 1 to year 6. RE resources have been audited and replenished.</p> <p>Visitors from other cultures e.g Christianity, Buddhism,</p> <p>Themed days are linked to the ethnic minority groups we have at school e.g Chinese New Year but not in all year groups. These need monitoring.</p>

					2024/2025 – as above
Celebration of religious festivals, link to RE, including visits to places of worship as well as visitors invited into school	All pupils are exposed to RE topics covering a range of religious festivals	http://www.reonline.org.uk/supporting/festivals-calendar/	Ongoing throughout the year	AOLE Humanities Team - planning scrutiny; book looks	<p>2023/2024 – More work needed. Monitoring needs to take place to ensure all year groups are accessing RE and teachings of religious festivals. Divali, Christmas, Easter etc are covered. Humanities lead was successful in accessing a grant for new RE resources.</p> <p>2024/2025 – resources from the grant mentioned above have been purchased and a report was writing outlining the impact they have had on teaching and learning.</p>
Enhance global	Pupils and staff	www.oxfam.org.uk www.compassionuk.org	Ongoing	Pupil voice group	2023/2024 - KS2

<p>citizenship</p>	<p>aware of the wider world and their own roles within it</p>	<p>BBC Newsround Pupil voice groups</p>	<p>throughout the year</p>	<p>minutes Listening to learners Pupil PSHE / Wellbeing lead</p>	<p>chn have access to BBC Newsround. 2024/2025 – as above including topics taught e.g What is Power? (linked to politics etc). Taking part in charity days, helping children to understand jhow they can have a positive effect on the world.</p>
<p>Promote e-safety</p>	<p>Pupils aware of how to stay safe online and where to get help if they are concerned</p>	<p>School Police Liaison Officer – E-safety talks to pupils and parents Digital leaders & DCF lead – Training and guidance for staff and pupils</p>	<p>Annually</p>	<p>Digital Leaders minutes and prepared resources Listening to learners</p>	<p>2023/2024 - Digital leaders meet and an action plan is in place. School Police Liaison Officer attends school to speak to children – this involves social media. Year 2 staff have worked with chn</p>

					<p>and parents focusing on staying safe online (posters produced)</p> <p>2024/2025 – as above. DCF lead sends regular emails to staff linked to free online resources about e-safety.</p> <p>Yr 5 and 6 staff talk to children on a regular basis about social media. Parents are also contacted if needs be.</p>
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Equality Objective 3 : The curriculum is used to challenge all prejudice (including gender) and stereotypes and that pupils understand how prejudice and stereotyping may influence life direction			
Evidence	Protected Characteristic	Quantitative Target	Stakeholders
<ul style="list-style-type: none"> • Specific comments within consultation/surveys • School Improvement plans 	Public Duty: <ul style="list-style-type: none"> • Advance equality of opportunity • Eliminate discrimination 	<ul style="list-style-type: none"> • narrowing of gender gap in achievement, use of PDG • reduction in recorded bullying incidents • offering equality of 	Pupils, parents/carers, governors, staff, visitors

<ul style="list-style-type: none"> • School Equality Policy and SEP • Recording of bullying incidents • Parental complaints • Hate crime data Gwent • Bullying data • National surveys 	Protected Characteristics: <ul style="list-style-type: none"> • race • religion and belief • disability • sexuality • gender 	<ul style="list-style-type: none"> • opportunity to all pupils • increased well-being • listening to learners • reduction in parental complaints 	
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Action	Outcomes/what will success look like?	Resources/who is involved?	Timescale	Monitoring arrangements	Actual outcomes
<p>Use curriculum to raise aspirations by looking at role models. Humanities AoLE team to ensure curriculum includes research on female scientists; local scientists, research on gender achievements.</p> <p>Literacy lead to audit books linked to diversity</p>	<p>Curriculum to include role models from different backgrounds.</p>	<p>Humanities AoLE</p> <p>Literacy lead</p>	<p>Annually</p>	<p>Humanities AoLE planning/book look</p>	<p>2023/2024 - Yr 6 covered significant Welsh women topic.</p> <p>Black history week.</p> <p>Criw Cymraeg – Bronwyn Lewis</p> <p>Books linked to diversity have been ordered and shared throughout school – staff read these books to children at the end of the day.</p>

					<p>Local author – Eloise Williams, First Children’s Laureate Wales</p> <p>Year 2 look at gender stereotypes linked to jobs</p> <p>International women’s week is celebrated e.g Rosie Revere Engineer and Amelia Earhart.</p> <p>National careers week is celebrated.</p> <p>2024/2025 – as above. Yr 6 have studied What is Power? They have focussed on influential women including Welsh women.</p>
Visits re: job talks, role models, Careers Wales	All children to understand job opportunities in	Job talks by parents, other stakeholders and Careers Wales	Ongoing	School Council group	2023/2024 - Careers fair in year 4 last year

<p>input Engage with University, Colleges</p>	<p>order to increase ambition</p>	<p>Arrange visits to: Torfaen Council Chambers Cardiff and The Senedd London and Houses of Parliament University of Wales University of Exeter – Young Scholars programme</p>		<p>SLT</p>	<p>Year 6 children (6 pupils) work with University of Exeter on the Young Scholars programme.</p> <p>Local author visit - Eloise Williams, First Children's Laureate Wales</p> <p>2024/2025 - Year 6 children (7 pupils) work with Bath University on the Young Scholars programme. Children in EYs look at the jobs their parents do and the jobs of people within our community.</p>
<p>No-tolerance culture of bullying</p>	<p>Reduction in the number of bullying/racial incidents</p>	<p>All staff – anti-bullying resources.</p>			<p>2023/2024 - Children have access to Jigsaw sessions based on bullying. Children complete</p>

					<p>a questionnaire linked to bullying. All classes access anti bullying week and appropriate resources.</p> <p>2024/2025 – as above. Children take part in anti-bullying week. My Concern is used for recording bullying. Anti-bullying policy is on the school website.</p>
<p>Children to take part in Jigsaw lessons</p> <p>Children to take part in the Spectrum project</p>	<p>Children have an awareness of how to regulate emotions and what healthy relationships are</p>	<p>Hafan Cymru – Spectrum workshops</p> <p>Spectrum Project - Educating schools in Wales about Domestic Abuse and Healthy Relationships.</p>	<p>Jigsaw – weekly sessions</p> <p>Spectrum – annually</p>		<p>2023/2024 - Children from Yr 1 to 6 access Jigsaw lessons linked to emotions and relationships.</p> <p>Whole school had access to PANTS Day Cymru information from NSPCC</p>

					Children have access to science lessons linked to healthy relationships.
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Accessibility Action Plan

A. Gathering Information

Action	Outcomes/what will success look like?	Resources/who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Maintain a register of children with ALND (additional learning needs and disabilities) Monitor patterns of attendance. Monitor participation in off-site activities and residential visits.	A monitoring system is implemented and maintained to support pupils with a disability.	ALNCo Inclusion lead	Ongoing	Analysis of attendance data	Registered in maintained. Attendance is monitored regularly by FLO. FLO then meets with HT and DHT/ALNCo. Regular meetings are also scheduled with EWO. All children have

					access to offsite activities. Individual RAs are produced for children who need them. I:I support for children is provided when necessary.
Carry out pupil/parent/stakeholder questionnaires/discussions to seek the views of those with SEND.	The needs and aspirations of groups of users are met and understood.	ALNCo Inclusion lead FLO	Ongoing	PCP meetings Phone calls/meetings/emails.	Face to face PCP meetings address parents views and concerns.
B. Increasing the extent to which disabled pupils can participate in the school curriculum.					
Review curriculum to ensure disability awareness is taught effectively across all areas of learning. Provide opportunities for children to meet with people with a variety of SEND. Purchase books and other resources	Children's awareness of disability is embedded in school.	ALNCo Inclusion lead Assessment and Progression lead Teachers	Ongoing throughout the year	Planning scrutiny Listening to learners Tracking of visitors	George Street's curriculum is very inclusive. Children can explore how all children/adults are different and have different needs through Jigsaw and topics. Children have access to All About Me series of books. Children with

<p>that promote positive images of disability.</p> <p>Invite disabled visitors/speaker to school assemblies, events.</p>					<p>ALN/medical needs have the opportunity to speak to peers as part of their learning, e.g diabetes, ASD.</p>
<p>Risk assessment prior to trips.</p> <p>Plan trips and activities to ensure access.</p> <p>Provide support for pupils to ensure they can access after school clubs.</p>	<p>All pupils have full access to trips and extra curricular activities</p>	<p>Teachers ALNCo Inclusion lead EVC Headteacher Leads running after school clubs</p>	<p>Ongoing throughout the year</p>	<p>Monitor trips being booked. Auditing registers for after school clubs.</p>	<p>All pupils have access to trips and school clubs.</p> <p>RAs are completed.</p> <p>2 adults run each after school club ensuring there is support when children who need it.</p>
<p>Ensure teachers, support staff and governors have access to specific training for disability issues.</p> <p>Ensure that all staff can differentiate the curriculum</p>	<p>Staff to have a good awareness of the curriculum needs of pupils with: ASD Language and communication difficulties Severe learning difficulties</p>	<p>Teachers ALNCo Inclusion lead Headteacher</p>	<p>Ongoing throughout the year</p>	<p>Planning scrutiny. Listening to learners. Audit the training needs of staff. Monitor Intimate Care Plan at a timely manner. PCP meetings.</p>	<p>Staff work very closely with ALNCo, discussing short term targets for those who need them, attending PCP meetings and attending meetings with Ed Psychologist and</p>

<p>appropriately including through changes to teaching and learning style and are aware of ALN resources.</p> <p>Train identified staff to administer medication.</p> <p>Accommodate toileting and care needs of incontinent pupils – ensure individual care plans are up to date.</p>	<p>Physical disabilities VI HI</p>				<p>ASD specialist.</p> <p>Identified staff have received training on Routes to Learning.</p> <p>Identified staff have visited an ASD school to observe provision and environment.</p> <p>Curriculum and provision have been set up for identified children who access a specialised curriculum.</p> <p>Identified staff have received medical training in: Catheterisation Diabetes Peg feeding</p> <p>All care plans are up to date and reviewed regularly.</p>
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					All children with toileting needs have an intimate care plan and soiling RA.
Up to date provision maps provide a key part of the planning process and highlight the needs of individual children with ALN / disabilities	All children on ALN register have a provision map in place	Teachers ALNCo Inclusion lead Headteacher	Annually and when needed throughout the year	PCP meetings. Transition meetings with staff.	Provision pyramid map is in place. Financial provision map is in place.
C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Seek information on the needs of users and pupils. Incorporation of appropriate colour schemes when refurbishing/decorating to benefit pupils with VI, ASD. Review annually all areas of the school to ensure there are no physical barriers	Provide appropriate access to all users.	Headteacher Lead H&S Governor Site Manager All staff	Throughout the year	Staff to use the environment ASD checklist annually.	All staff reflect on their learning environments using the ASD checklist. Specialist areas such as 1:1 rooms, ASD classroom are equipped appropriately. Identified staff/Governors review the school, focusing on physical

for pupils with a range of disabilities.					barriers. Environments are also reviewed as and when needed and concerns are acted upon in a timely manner.
To welcome all applicants for teaching, TA, admin and Mid-day posts. To encourage all members of the community to consider becoming a governor.	Ensure adults with a disability are considered equally with others for posts in the school.	Headteacher Deputy Head teacher Recruitment Governors	When needed.	All applications and notes from interviews are kept for auditing.	Adults with a disability and/or learning need are considered for posts in school. School is inclusive for all.
D. Making written information accessible to pupils in a range of different ways.					
Ask parents/Carers about access to information in review meetings. Discuss with parents/Carers their child's access needs when admitted to the school.	Information to parents/carers to is accessible for all.	Headteacher Deputy Headteacher ALNCo Inclusion Lead FLO Gypsy Traveller service	Throughout the year	Audit the responses of parents' views. Audit the needs of children from PCP meetings.	Parents/carers are supported as required. Parents are invited to meetings to discuss the learning need of their children. Parents have copies of IDPs, One Page Profiles, short-term targets, RAs, PHPs

<p>Ensure, when appropriate, that written material is available in alternative formats.</p>					<p>and Behaviour Support Plans. When necessary, parents receive a list of actions agreed at meetings. GT service and staff support with reading and writing of GT community if needed.</p>
<p>The school prospectus explicitly welcomes children with ALN and disabilities.</p> <p>Encourage parents of children with ALN to support their children's education.</p> <p>Ensure parents of children with ALN and disabilities are invited to review meetings and their views are gathered.</p>	<p>Available support for parents of children with an ALN/ disability</p>	<p>Headteacher ALCNo Inclusion lead FLO Teachers</p>	<p>Throughout the year</p>	<p>PCP meetings. Community events such as ASD events held at school. Paren consultations.</p>	<p>Parents/carers of children with ALN are able to access home visits with FLO/ALNCo/Class teacher. Parents/carers and children are invited to take a tour of school before starting. Phased days are offered to families/children if required. PCP meetings are organised where parents, staff and external agencies</p>

					attend (as and when needed).
<p>School to produce large print materials as required by pupils with a VI.</p> <p>School to produce pictorial support materials such as visual timetables, choice boards etc for pupils with ASD.</p> <p>School to provide alternative ways to record learning including the use of ICT for pupils with dyslexia and / or physical difficulties with fine motor control.</p>	<p>Delivery of teaching material to pupils is appropriate to their needs.</p>	<p>ALCNo Inclusion lead Teaching staff, including TAs</p>	<p>Throughout the year</p>	<p>PCP meetings. Paren consultations. Staff training. Auditing school environment. Listening to learners.</p>	<p>All classrooms have visual timetables. Some classes also have objects of reference and core boards.</p> <p>Makaton is used to support children who are non-verbal.</p> <p>Learning styles of children are discussed and their ability to access the curriculum. Dictate to text is used by some children if needed.</p> <p>Staff also scribe for children if required.</p>

