

# ANGLO EUROPEAN SCHOOL



## Single Equality Scheme Policy

Policy	
Received/first adopted*	
Origin	
Statutory/Non-Statutory	Statutory
Reviewed/approved* by Leadership Team	September 2016
Ratified/Reviewed* by Committee FGB/Curriculum/F&R/Personnel	Curriculum 26/02/2019
Ratified/Reviewed by FGB	13/03/2019
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Published in school	18/03/2019
Planned review date if any	26/02/2020
Reviewed	Annually

*\*Delete as applicable*

This policy should be read in conjunction with the SEND Policy.

## 1.0 Equality

### 1.1 The School's Approach to Promoting Equality

The overall objective of the school's Single Equality Scheme Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, including between people who share protected characteristic and people who do not share it, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school endeavours to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions. The school will make reasonable adjustments where appropriate.

The school will ensure the progress of groups, particularly vulnerable groups, will be closely monitored and internal targets will be set. This includes Children in Care and those on Free School Meals. The Pupil Premium Grant (PPG) will be used to

- a. Increase social mobility
- b. Enable students from disadvantaged backgrounds to have high aspirations and aspire to the next stage in their education or employment
- c. Reduce the national gap between the highest and the lowest attainment

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

The school will not tolerate:

- **Direct discrimination**:- This is the treating of one person less favourably because of a protected characteristic.
- **Indirect discrimination**:- This is when a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage compared to people without the characteristic.
- **Harassment**:- This is the unwanted conduct, related to relevant protected characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment (physical or virtual) for that person.
- **Victimisation** – This is where a person is treated less favourably than they otherwise would have been because of something they have done.

## 2.0 Our Aims

Both the school's taught and enrichment curriculum promotes the spiritual, moral, cultural, mental and physical development of our students. Preparing them for their place in the world and the opportunities, responsibilities and life experiences that lie

ahead of them. We are committed to the promotion of equality and respect of cultural differences of all. Our school aims are as follows;

**Special quality** To provide the highest quality of education which is enriched by a strong European and International dimension

**Intercultural worth** *To respect individuals and their culture whilst developing a respect for, and an understanding of, the student's own culture and the cultures of others*

**L'Avenir** To give students the academic and social skills which enable them to move freely and productively beyond the boundaries of their own community.

In accordance with the Anglo European School mission statement, we aim to:

- Respect the equal human rights of all our pupils
- To educate them about equality and
- To respect the equal rights of our staff and other members of the school community.

We will assess our current school practices and implement all necessary resulting actions in relation to:

- Ethnicity
- Religion or belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age
- Those who have recently had a baby or are on maternity leave
- Gender re-assignment

### 2.1 School Context

The School is located in the village of Ingatestone, Essex.

Our school community consists of girls and boys from a wide range of religious beliefs.

We have students from a range of ethnicities that is much wider than the norm for Essex.

### 3.0 Staff Development and Implementation of the Single Equity Scheme Policy

Introduction to this Policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The governors will:

- appoint an Equality link governor to monitor the impact of the policy and report outcomes to the governing and

The school

- ensure that, where additional funding is available for raising the achievement of specific groups, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

### **3.1 Roles and Responsibilities**

All staff have a responsibility for promoting quality and inclusion, and avoiding unfair discrimination.

#### **3.1.1 Governors at The Anglo European School are responsible for:**

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed
- Monitoring the progress towards the equality objectives and reporting annually

#### **3.1.2 The Headteachers of the Anglo European School are responsible for:**

- Making sure steps are taken to address the school's stated equality objectives
- Making sure the policy is readily available and that the governors, staff, students and their parents know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment

#### **3.1.3 All staff at the Anglo European School are responsible for:**

Modelling good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping

Promoting equality and good relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.

#### **3.1.4 Heads of Department and Heads of Subject**

Heads of Department and Subject will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is being promoted.

#### **3.1.5 Year Leaders**

Year Leaders will be responsible for reviewing and monitoring pastoral policies, assemblies and planning in their year group to ensure that equality is being promoted.

#### **3.1.6 Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

#### **3.1.7 Administrative, ancillary, supervisory and support staff**

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

**3.1.8 Students at the Anglo European School are responsible for:**

Raising any concerns they may have about equality and diversity issues on the Student Voice agenda, through a shared input with staff on developing policies relating to this area.

**3.1.9 Parents/Carers at The Anglo European School are responsible for:**

Keeping equality and diversity issues on the Agenda of the Anglo European Cooperative Trust Parent Constituency, through a shared input with staff on developing policies relating to this area. This may include, the anti-bullying policy and specifically racist and homophobic bullying.

**3.1.10 Visitors and contractors are responsible for:**

Knowing and following our equality policy.

**3.1.11 Responsibility for overseeing equality practices in The Anglo European School lies with a named member of staff.**

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of pupils (eg. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils, Pupil Premium pupils etc.)
- The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.
- Any pattern of inequality found as a result of impact assessments is used to inform planning and decision making.
- Introducing this Equality Policy in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policy form part of the induction process.

**Race Equality**

**4.0** The Race Relations Amendment Act 2000, places a general duty on schools to:

- promote equality of opportunity
- promote good race relations
- eliminate unlawful racial discrimination
- between persons of different race, ethnicity and nationality.

The definition of race includes colour, nationality and ethnic or national origins.

**4.1 Monitoring and Review**

To help the school meet this general duty, we will:

- ensure this policy is kept up to date

- assess the impact of these policies on students, staff and parents of different racial, cultural, sexual orientation groups, those who are or have undergone gender reassignment, are on maternity or paternity leave or are pregnant, particularly the impact on students' attainment levels and participation
- monitor the impact of policies on students, staff and parents and on students' attainment levels.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.

Key areas in promoting race equality

#### **4.2 Pupils' achievements and progress**

- Pupils' attainment and progress in individual subjects is monitored by ethnic group, gender, languages spoken, sexual orientation (where known), disability, Special Educational Needs and social background.
- The school develops strategies for tackling differences in the attainment and progress of targeted groups. Any disparities in attainment, progress or participation which are identified will be addressed through targeted curriculum planning, teaching and support.
- When setting targets for individual pupils, teachers will be aware of targeted students particularly those in vulnerable groups
- The school values the achievements and progress of pupils from all ethnic groups, sexual orientation, ages, socio-economic backgrounds. All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial and sexual equality in education, visits, employment, training and career choice. Steps are taken to ensure that pupils on work experience or participating in the visits programme are not subjected to racism or racial harassment.
- Target-setting and general data analysis will always include reference to vulnerable groups to ensure variation between groups is minimised and achievement is maximised.

#### **4.3 Curriculum, teaching and learning (including language and cultural needs)**

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Equality and diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.

- Subject and Pastoral Leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- 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, 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. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

#### **4.4 Pupil behaviour, discipline and exclusion**

- The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- When faced with the likelihood of permanent exclusion the school will always consider a managed move as a preferred option.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

- We monitor exclusions by gender, ethnicity and special educational need and by social background, via the Pupil Premium allocation.
- This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.
- Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.
- There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.
- Families are aware of their rights and responsibilities in relation to pupil attendance, and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.
- We make provision for leave of absence for religious observance, for staff as well as pupils.
- We monitor attendance by gender, ethnicity and special educational need and by social background.
- The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.
- We expect full-time attendance of Traveller pupils, and work closely with Essex EMTAS (Ethnic Minority and Traveller Achievement Service) if alternative education is ever required.

#### **4.5 Racism and racial harassment**

- There are established procedures for dealing with incidents of racism and racial harassment.
- The school's definition of a racist incident is guided by Recommendation 12 of the report from the Stephen Lawrence Inquiry. This recommendation states that the definition of a racist incident should be any incident which is perceived to be racist by the victim or any other person.
- Racist incidents are monitored and recorded

#### **4.6 Admissions and transfer procedures**

- The school will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

#### **4.7 Staff recruitment and career development**

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.



- Everyone involved in recruitment and selection adheres to this Code.
- People from under-represented minority ethnic groups are encouraged to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

#### **4.8 Parents, governors and community partnership**

- Parents are welcome and respected in school.
- Nominations to become school governors are welcome from all backgrounds and ethnic groups.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress.
- We aim to encourage students from different backgrounds and ethnicities to the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

### **5.0 Disability**

#### **5.1 Disability Equality**

**5.1.1** The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

The school aims to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the former DDA
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life

- take steps to meet disabled people's needs, even if this requires more favourable treatment
- increase the extent to which disabled pupils can participate in the school curriculum
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
- resource the school's accessibility plan, its implementation, that it's reviewed and revised as necessary and reported on annually

Refer to SEAN Policy 2014 for specialised provision, evaluation of the impact of provision, the allocation of resources and Inclusion of vulnerable students, those with SEAN and those who are disabled.

#### **5.1.2 Vision and Values:**

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our ethos. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

### **6.0 Community Cohesion**

Our school community constitutes several dimensions, as follows:

**6.1 Our school community**-This consists of the students we serve; their parents, carers and families; our school staff and Governing Body. We work to ensure cohesion and respect for the cultural diversity of others, to narrow the gap in student achievement and participation and to bring all our communities together through opportunities such as our information evenings and our School Association events. We believe it is of vital importance to ensure clear and effective communication with our parents and to this effect, we use a range of methods such as parent mail, termly newsletters, and the school website to do so. We aim for our students to work collaboratively, taking on leadership roles, such as Student Voice and our Charities Committee, whose aim it is to ensure that the charitable work of the school supports our School Community, our Local Community, our National Community and our International Community.

**6.2 Our local community**- of Ingatestone, Margaretting and Mountnessing. We work closely with our local community to foster good relations and ensure cohesion. Regular meetings with groups foster these partnerships which include, the Ingatestone Parish Council, Head teachers of our local feeder primary schools, National Express, transport companies and the British Transport Police. We are active participants in the Brentwood Schools Consortium.

**6.3 Our wider community** – due to the nature of our school, our students live in a range of communities outside of the local community which our school is situated in. Therefore our community expands to the local communities of the neighbourhoods in which our students live. We are working towards forging sustainable links within these communities..

**6.4 The UK community** – Through our curriculum, we are committed to providing our students with a range of opportunities to enrich their experiences through our

partnerships and links with national organisations. We have developed partnerships with schools nationally through the work of our Essex Jiangsu Centre and Confucius Classroom, enabling both students and staff to share their experiences and expertise in the development of modern Chinese. We have developed our national networks with for example, IBSCA, IBSA, Essex Safeguarding and Essex Teacher training.

**6.5 The global community** – We are committed to the continual development of our International partnerships. We have 16 partner schools including China, France, Germany, Italy and Spain. We are committed to all our students' understanding of the need to communicate effectively with people from different cultures, with all our students following two languages to GCSE (with an option of a third in Year 9) and a language in the sixth form. We are committed to providing the opportunity for all our students to participate in our extensive visits programme. We develop the holistic student, who has an understanding of the impact they can make in society. All our students in Year 10 participate in a Model UN day.

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## 6.6 Responsibilities

We are committed to the continual development of community cohesion by promoting equality of opportunity and inclusion for our different groups of learners within the school. Alongside our focus on equality and respect for diversity, we promote shared values and encourage our learners to actively engage with others to understand all that we hold in common. All staff have a responsibility for equipping our students to live and thrive in a diverse society.

Our school's contribution to community cohesion can be grouped under the three following headings:

- Teaching and Learning
- Equity and excellence
- Engagement and extended services

## 6.7 Teaching and Learning

We aim to provide a high standard of teaching, learning and curriculum provision. Our curriculum supports high standards of attainment, promotes shared values and develops our learners' understanding of diversity, appreciation of different cultures, ethnicities, religions or beliefs.

Our academic curriculum and enrichment programme provides:

- Opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, promote awareness of human rights and how our community should apply and defend these sensitively.
- Support for learners for whom English is an additional language
- Equality of opportunities and provision for all members of our school community
- Assemblies which promote shared understanding and engagement in the schools ethos and values
- Encouragement for learners to value diversity
- Opportunities for learners to develop the skills of participation and responsible action
- Promotion of the importance of Global Citizenship, through the AES Diplome du Citoyen and all sixth formers participate in our CAS, (Community Action and Service) programme

- Opportunities for students to participate in active citizenship enrichment
- Data tracking and monitoring of achievement for our vulnerable groups
- Our visits programme

### **6.8 Equity and Excellence**

We focus on securing high standards of attainment for all learners from all cultures, socio-economic status, abilities and interests, ensuring that learners are treated with respect and supported to achieve their full potential.

We aim to:

- Ensure equal opportunities for all to succeed at the highest level possible
- Eliminate variations in achievement and narrow the gap in outcomes for different groups
- Ensure equality for all through open and transparent selection criteria for participation in enrichment opportunities
- Ensure an ethos of inclusivity

### **6.9 Engagement and Extended Services**

We are committed to the well-being of members of our school community. As a Healthy School, we focus on the physical and mental well-being of our community. We aim to ensure that our school canteen caters for the differing nutritional needs, and requirements of our students. We have a range of enrichment opportunities available to our school community including study club, our extensive visits programme, our Silver Surfers group which is run by our 6<sup>th</sup> form students, our outreach programmes, Cooking for All and the usage of our school facilities by community groups. We aim to:-

- Remove barriers to access and participation in learning and the wider activities
- Encourage student engagement and participation for all through our commitment to Student Voice
- Provide opportunities and provision for our students outside the school curriculum

We provide swift and easy referrals as necessary to specialised support services.

In order to achieve a cohesive community, we at the Anglo European School will endeavour to:

- promote understanding and engagement between communities;
- encourage all children and families to feel part of the wider community;
- understand and respond to the needs and hopes of all our communities;
- tackle discrimination;
- increase life opportunities for all;
- ensure teaching and the curriculum explores and addresses issues of diversity.

### **7.0 Monitoring, reviewing and assessing impact of our Single Equality Scheme**

This policy incorporates our school's disability and gender equality schemes and our race equality action plan.

The School Development Plan ensures that this policy forms an important part of the school's action plan on equality. It includes targets determined by the governing body

for promoting a cohesive community, inclusion and quality in our school for all. It ensures other school policies address equality issues.

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform planning and decision making.

### **8.0 Complaints procedure**

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teachers who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

### **9.0 Summary**

Our role in promoting equality is crucial: by creating opportunities for learners' achievement and enabling every child to achieve their potential, we can make a significant contribution to long term community cohesion and our community's, lifelong learning.

### **10.0 Our Equality Objectives**

- To close the attainment gap, between the different groups within our school in order that every child has the equal opportunity to meet their potential
- To develop common values of citizenship through dialogue, mutual respect and acceptance of all people including those who, with their differences, might be right.
- To build good relationships and challenge discrimination
- To remove barriers to access, participation, progress and achievement
- For all students to feel secure, valued and respected and to be helped to develop a sense of personal and cultural diversity
- For all students to respect and view differences in others positively, whether arising from race, gender, ability, disability, sexual orientation or gender re-assignment

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We will ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Curriculum, teaching and assessment
- Admission, attendance, discipline and exclusion
- Students' personal development, attainment and progress
- Attitudes and environment
- Parents, governors and community partnership
- Staffing, recruitment, training and professional development

Our equality objectives fulfil our duties under current quality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedures for reporting incidents involving pupils in the school.

### **11.0 Statutory Requirements**

The equality objectives in Section 3 addresses our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for reporting incidents involving pupils in the school.

The Access Plan in Appendix 1 addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010.

The Community Cohesion details addresses our duty under the Education and Inspections Act 2006.

**THE ANGLO EUROPEAN SCHOOL  
SCHOOL DISABILITY ACCESS PLAN – September 2016**

**APPENDIX A**

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with disabilities</p>	<p>ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities</p> <p>School staff to update on available technology on a termly basis</p>	<p>As required – unless needs of pupils in school require immediate action</p>	<p>Upto £500 pa</p>	<p>SENCO</p>	<p>AHT Achievement</p>	<p>Access to appropriate computer technology will be improved for all disabled pupils. i-pdas in place as appropriate– voice activation software – suitability of courses</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery</p>	<p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties</p> <p>Purchase of resources to increase student participation</p>	<p>Ongoing</p>	<p>Curriculum area plans.</p>	<p>All Staff</p>	<p>SLT Governors</p>	<p>Improved access to curriculum for all pupils.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access</p>	<p>Consider all policies in view of priorities</p>	<p>Ongoing</p>	<p>n/a</p>	<p>Governors</p>	<p>Governors</p>	<p>Access to all aspects of school life for all students</p>
<p>SCHOOL BUILDINGS</p>		<p>Ongoing</p>		<p>SLT</p>	<p>Governors</p>	

Ensure that access to school buildings and site can meet diverse pupil needs	Accessibility and clarity of signs around school. Awareness of independent access					Access to school buildings and site improved.
SCHOOL BUILDINGS Ensure that evacuation procedures are kept up to date in accordance with Fire and Safety Regulations.	Review personal evacuation plans for disabled students and staff	Ongoing	£1,000	SENCO	AHT Achievement	Procedures in place
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements	Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect student need Incorporate accessibility into any proposed structural alternatives Provide quiet areas within the school	Ongoing	£1,500	SLT	Governors	Appropriate use of resources for diverse needs of pupils with disabilities
NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats.	Letters in first language Large print Parent Mail Website	Ongoing		SLT	SLT Governors	Information to pupils with disabilities and parents/carers will be improved.



