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Equality Plan and Schemes

Policy Area: CURRICULUM & PUPIL RELATED

Key aim of the policy:

This policy summarises the school gender, race and disability schemes and action plans. It is based on the advised Model Policy and the objectives run until September 2019.

HATFIELD PEVEREL INFANT SCHOOL

September 2016



RESPONSIBILITY RESPECT COMPASSION

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Equality Plan

1. Mission statement
2. Mainstreaming equality into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
 - a. Race
 - b. Disability
 - c. Gender
 - d. Sexual orientation
 - e. Community cohesion
5. Consultation
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8. Review of progress and impact
9. Publishing the plan
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1. Mission Statement

At Hatfield Peverel Infant 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 race, gender, disability, faith or religion or socio-economic background. 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 by race, gender and disability 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 our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

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.

Teaching and Learning:

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 by ethnicity, gender and disability 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 race, gender and disability, 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hatfield Peverel Infant School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Hatfield Peverel Infant School will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities 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 race, gender and disability.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures 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.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

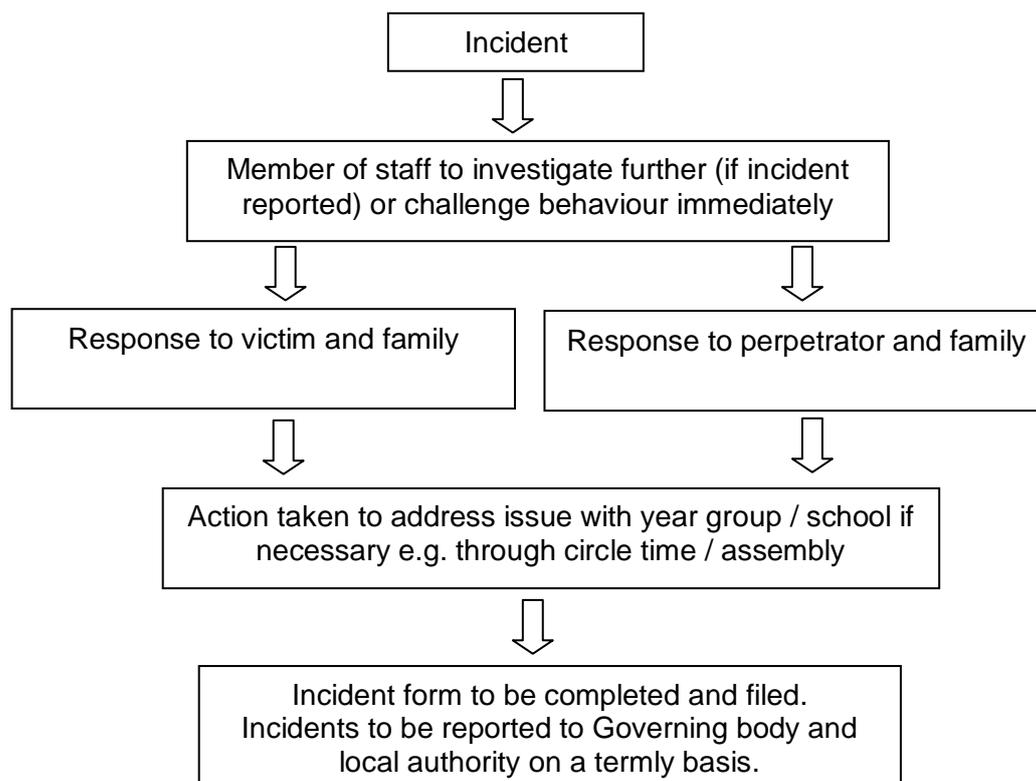
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

10. Action Plan 2016 - 2019

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in surveys	Headteacher	13.10.2016	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in Autumn term	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.	Headteacher / Governing body	Termly	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering a variety of clubs to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs	PE Leader	Sept 2016 - Sept 2019	More girls take up after-school sports clubs
Disability Equality Duty	Maintain the school Accessibility Plan with a view to ensuring modifications are built in to any premises developments planned.	Reporting to the Finance, Premise and Personnel Committee	Headteacher and FPP Committee	Ongoing	Adaptations made as part of ongoing improvements to the premises
Community Cohesion	This is the chosen focus for our school Equality Objective in the coming cycle. Please see below for the detail.				

10. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors taken from Raise Online 2015. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)
The school population is predominantly white British in origin with a very small ethnic minority population: 7.8 % with 0.9% registered with English as an additional language, compared with 30.7% ethnicity and 19.5% EAL nationally. We remain in the 40th percentile of schools for ethnicity and the 20th percentile for EAL.
- Religion/belief context of the school
The majority of families declare Christian or no religion as their belief.
- Socio-economic context of the school (local and national)
The school population has a deprivation factor of 0.12% compared to 0.24 nationally. This puts us in the 40th percentile
- Current issues affecting cohesion at school, local and national level
*There is some tension in the local community between the 'haves' and 'have nots', and some families from within the village have expressed concern over families attending from Witham.
 There is a pattern of weaker achievement for white British boys compared to counterparts from other backgrounds and to girls. This is not impacting on community cohesion but is an issue we keep in mind when planning interventions.*

Equality Objective 2016-19 (To be kept under regular review)

Draft Equality Objective (focused on outcomes rather than processes)		
The previous objective has been met and a series of concerts and liaison opportunities with the local OAP group are firmly in place and well received by pupils and the local residents. Links with the local community have consequently improved as has pupil awareness of their local community and needs/interests of other generations. This draft objective will be reviewed by the Governors in Autumn 2016.		
Due to the limited diversity of our local community and with SMSC being central to our school ethos, planning specific actions will ensure all aspects are well promoted and that equality and diversity remain at the heart of our school.		
'To promote spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular reference to issues of equality and diversity'.		
Action	SMSC Links	Desired Outcome
Autumn Term: 1. Children to perform autumn and harvest songs and poems for the OAP community group to attend. Refreshments and conversation will be provided by Year 2 volunteers. 2. Visits to St Andrew's Church with junior school for Harvest Assembly supporting the local food bank and for Operation Christmas Child helping children less fortunate than themselves.	<ul style="list-style-type: none"> • Social & spiritual • Spiritual, social, cultural, moral. 	<ul style="list-style-type: none"> • Improvement in confidence and social skills for Y2 volunteers. Gaining confidence performing to a real audience and accepting praise. Act of worship as part of the service. • Good social skills and respect demonstrated understanding the church is special place. Spiritual experience of the church environment (for many who do not attend).

<p>3. Gambia Day: fundraising to sponsor 3 children through Nursery School in The Gambia. Opportunities to celebrate other cultures through music, dance and images.</p> <p>4. Remembrance Assembly with British Legion</p> <p>5. Christmas Concerts for the OAP Community Group; and at St. Andrew's Church for local families.</p> <p>6. Improving range of assemblies linked to other cultures: Eid-ul-Adha, Sukkot, Divali, Christmas around the world.</p>	<ul style="list-style-type: none"> • Cultural & moral • Spiritual & cultural • Spiritual, cultural & social • Spiritual & cultural 	<ul style="list-style-type: none"> • Better awareness of how lucky we are in our country and the hardships elsewhere. Knowledge of school in The Gambia and a celebration of music and story from another culture. • Understanding increased of our own heritage and cultural values (British Values). Minutes silence and spiritual experience of music from the period. • Gaining confidence performing to a real audience. Spiritual experience of the church environment. • Broadening understanding of their place within the world and the range of celebrations and festivals around the world.
<p>Spring Term:</p> <p>1. Children to perform spring and Easter songs and poems for the OAP community group to attend. Refreshments and conversation will be provided by Year 2 volunteers.</p> <p>2. Class assemblies (KS1) to extended families.</p> <p>3. Grandparents Morning to celebrate school; links to other generations.</p> <p>4. Improving range of assemblies linked to other cultures: Chinese New Year, Holi, Easter around the world.</p>	<ul style="list-style-type: none"> • Social & spiritual • Social & spiritual • Social & cultural • Spiritual & cultural 	<ul style="list-style-type: none"> • Improvement in confidence and social skills for Y2 volunteers. Gaining confidence performing to a real audience and accepting praise. Act of worship as part of the service. • Improved social skills and confidence in performing to an audience. Sharing prayers as a spiritual opportunity. • Improved awareness of the needs, experiences and cultures of other generations. Opportunity to practice social skills. • Broadening understanding of their place within the world and the range of celebrations and festivals around the world.
<p>Summer Term:</p> <p>1. Class assemblies (EYFS) to extended families.</p> <p>2. Biannual Multicultural Week for the whole school; visitors and special activities to celebrate music, dance and art in particular.</p> <p>3. Year 2 curriculum link to other cultures through Geography (Rainforests/Pole to Pole topics); Year 1 (Enchanted Isle/We're Going to the Zoo); Reception (Festival of Food; Around The</p>	<ul style="list-style-type: none"> • Social & spiritual • Social & cultural • Cultural & moral 	<ul style="list-style-type: none"> • Improved social skills and confidence in performing to an audience. Sharing prayers as a spiritual opportunity. • Improving cultural understanding and celebrating the wealth of diversity in art, music and cultural around the world. • Improved geographical knowledge through direct comparison to other places in the world. Awareness improved of relevant issues e.g. ecological issues, food and diet and diversity.

<p>World in 80 Days).</p> <p>4. Year 2 will visit the OAP group at the village hall to perform their Leavers Concert with curriculum theme.</p> <p>5. Improving range of assemblies linked to moral issues: caring for the environment, feelings and relationships, celebrating differences, growing up and moving on.</p>	<ul style="list-style-type: none"> • Social • Moral 	<ul style="list-style-type: none"> • Improving confidence in speaking aloud to an audience as well as improved performance skills. • Broadening understanding of their moral responsibilities and how we should treat ourselves and others.
<p>Across the school:</p> <p>1. Improve the diversity of resources across the school, especially gender interest books and range of cultural materials.</p> <p>2. Expand assembly/RE resources for celebrating other religions and cultures.</p> <p>3. Explore a wider range of visitors to assembly to promote other faiths and cultures.</p> <p>4. Continue to emphasis respect as an expectation at the school through ERIC project work and strong links to British Values.</p> <p>5. Promote moral and social understanding through the PSHE and RE schemes of work, the school Behaviour Policy and P4C debate opportunities.</p>	<ul style="list-style-type: none"> • Social, moral & cultural • Spiritual and cultural • Spiritual and cultural • Moral, cultural and social • Moral and social 	<ul style="list-style-type: none"> • Greater awareness of pupils and families regarding exposure to other cultures and gender interests. • Artefacts and books enabling access to information for all age groups at age appropriate levels. • Better understanding and tolerance of a wider range of faiths and cultures. • Strong school ethos supported by the whole school community. • Pupils able to articulate their own moral code, support their peers and engage well socially across the school. Growing communication and debate skills.

10. Accessibility Plan 2016 - 2019

This can relate very closely to the disability elements of the equality objectives in Section 9 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

Hatfield Peverel Infant School 2016 Accessibility Plan					
Aspect	Objective	Actions	Area	Lead	Timescale
i Physical improvements to increase access to education and associated services.	<ul style="list-style-type: none"> • To develop use of the sensory area and sensory awareness. 	<ul style="list-style-type: none"> • Annual service the sensory area in the resource room. • Promote use across the school. 	Resource Room	SENCO	Bi- annual
	<ul style="list-style-type: none"> • To consider the needs of 	<ul style="list-style-type: none"> • Review lighting, signage, acoustics and floor 	Whole site	CL/SENCO	As required /

	visual and hearing impairment.	coverings as future need dictates.			funding available
	<ul style="list-style-type: none"> All class areas to be able to accommodate wheelchair/frame users and those with physical needs. 	<ul style="list-style-type: none"> Keep access corridors, doorways and floor space clear from furniture and equipment. 	Main building	Class teachers	As required
ii. Improvements in access to the curriculum (this includes web accessibility e.g. web site and VLE)	<ul style="list-style-type: none"> Class furniture to be accessible for wheelchair users. 	<ul style="list-style-type: none"> Audit furniture height and accessibility to suit specific pupil needs as necessary. Height adjustable if possible. 	Class areas & lunch hall	SENCO	As required
	<ul style="list-style-type: none"> Access to laptops or PCs in own class area to aid recording of written work. 	<ul style="list-style-type: none"> All classes to have a minimum of 2 PCs and one laptop. Involvement of specialist teacher advice as necessary. Child-friendly coloured keyboards. 	Class areas	SENCO/ICT Leader	As required
	<ul style="list-style-type: none"> Access to class work when pupils unable to attend due to medical needs. 	<ul style="list-style-type: none"> Provision of additional homework or activities as needed/requested by families. Part time education flexibly negotiated as needed for individual pupils. 	Individual pupils off site	SENCO / Headteacher	As required
	<ul style="list-style-type: none"> Access to alternative resources to support physical need. 	<ul style="list-style-type: none"> Assess individual pupil need with advice from specialist teachers and occupational therapists. Research best practise. Purchase smaller items and resources to ensure inclusion across the curriculum e.g. writing slope, finger grips, coloured paper, and enlarged print. Negotiate other items through SEN budget. 	Individual pupil use: class based	SENCO	As required
	<ul style="list-style-type: none"> Access to all off site educational visits. 	<ul style="list-style-type: none"> Assess all off site provision and organise accessible visits. Additional adult places funded by the school for physical and medical needs pupils 	Visit sites/transport	SENCO / Class teachers / EVC	As required
	<ul style="list-style-type: none"> Differentiated 	<ul style="list-style-type: none"> Organise and include 	For individual	SENCO /	As

	<p>teaching plans and activities to suit individual pupil needs; deployment of LSA support and training needs of staff met.</p>	<p>appropriate individualised work e.g. physio programme.</p> <ul style="list-style-type: none"> • Use of integrated work e.g. differentiated to ensure access and parallel work e.g. in PE, as appropriate. • Seek advice from professionals as necessary. 	<p>pupils including hall, resource area, ICT suite.</p>	<p>Class teachers</p>	<p>required</p>
	<ul style="list-style-type: none"> • Enable better curriculum access for individuals with SEND 	<ul style="list-style-type: none"> • Use of specialist advice from the LDG funded speech and language therapist. • Screening children falling below NHS thresholds and advice for IEPs or individual programmes sought. • Use of specialist advice from the LDG funded Education Psychologist. • Professional advice and reports aiding access to the curriculum for selected pupils. 	<p>Individual pupils Class teachers SENCO</p>	<p>SENCO</p>	<p>Half termly support</p>
<p>iii. Improvements in the provision of information in a range of formats for disabled pupils (<i>this includes electronic formats</i>)</p>	<ul style="list-style-type: none"> • School to be able to provide suitable premises and curriculum for relevant disabilities within our capabilities. 	<ul style="list-style-type: none"> • Screen pupils on intake for specialist need. • Continue good relationships with specialist advisors and agencies. • Work in tandem with SENCAN to support parents. • Research immediate needs and locate provision of resources and training for relevant staff e.g. signing, audio equipment, coloured overlays etc • Consider changes to presentation of worksheets, handouts, timetables, textbooks, letters and test materials as the need arises. • Liaison with special schools and specialist teachers for advice and outreach work. 	<p>For individual pupils as necessary</p> <hr/> <p>Class teachers in each base</p> <hr/> <p>SENCAN</p>	<p>SENCO and Class teachers</p>	<p>As required</p>