

Single Equality Scheme 2016

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

OFSTED inspection may include the school's accessibility plan as part of their review.

School Aims Statements

Growing together in love and learning

Reflecting the values – Challenge (never giving up), Trust, Responsibility, Enjoyment, Respect, and Friendship

Equality Objectives 2015-19

- To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes.
- To ensure in all aspects of its work, Sessay CE Primary School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.
- These objectives feed directly into the school's Single Equality Scheme Accessibility Action Plan

Indicators of progress towards meeting objectives

- Lesson observations and feedback by teachers;
- Work scrutinies
- Pupil conferencing;
- Monitoring of incidents involving both pupils and staff relating to equality issues (e.g. sexual harassment, sexist, homophobic and transgender bullying, racist incidents etc.)
- Subject monitoring procedures
- Surveying pupil, parent and staff experiences and perceptions every year through School Council and annual questionnaires
- Pupil performance and participation data, including attainment, attendance, exclusion, participation in extended services and extra-curricular activities etc;
- Staff perceptions of gender issues related to career progression, access to training

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme There is an overwhelming sense of community in Sessay CE Primary School, even though the communities it serves are geographically remote. A collective vision and strong leadership have raised the profile of the Christian character of the school. Christian values are at the heart of the school and can be seen in the documentation, in actions, and are evident in the impact on both the community and children's lives and progress. Children enjoy Sessay School and parents are proud for their children to attend.

Sessay CE Primary School formally federated with Husthwaite CE Primary School on 31st October 2016.

Sessay CE VC Primary School is a rural primary school with 79 pupils on roll organised into 3 mixed-age classes.

- Around **75%** of children live out of catchment, travelling by bus or car from other villages
- Cohorts since 2012 have also had a high level of mobility and the school numbers have dropped overall from 104 in October 2012 to 76 in October 2015. This falling roll and small intake (4 children joined in Reception in 2014) means that the school has had to reorganise

and restructure whilst maintaining high standard of education for pupils. Intake has risen over the last 3 years because of increased confidence in school in the local community.

- The school serves children from both professional and farming backgrounds. **5 pupils (6%)** are eligible for FSM which is comparatively low, but has increased gradually. Most children are from a White British background, with English as their main language. There is a low level of social deprivation when viewed against national averages: the school's IMD rank is 192. Most children come from privately-owned housing. Although the local community is largely affluent there is a significant lack of local amenities, with no shops or public transport and very limited leisure facilities outside Thirsk (7 miles away)
- The school is located outside the village on an open site. The building's Grade 2 listing has a significant impact on any planned developments, including minor works. The land for the school field and canteen is owned by a local farmer and leased to the school
- The classroom accommodation was completely renewed in 2013 with 2 modern double PC units. A prefabricated 'Horsa' canteen is situated at the other end of the school field, away from the main buildings.
- The school restructure has enabled the school to establish a school hall in the main school building which, although small, has enabled curriculum time to be used more effectively
- Entry-level assessments indicate the majority of children are generally working broadly in line with age related expectations though with small cohorts this can vary significantly within year groups. Some children enter school well below age related expectations. Most have attended some pre-school provision, although this is mainly playgroup. There is some LA nursery provision in the area but this is not usually accessed by families. A number of pupils **(19%) in Reception and KS1** have had speech and language difficulties when they start school and have been early referrals to the SALT service
- 14% of pupils (12) are on the Special Educational Needs register, which is lower than the LA and National figure, and the number of pupils with SEN varies widely between cohorts. A further 2 pupils are being monitored carefully within school. The number of pupils with SEN varies widely within each cohort.
- There are no Traveller children currently on roll
- The attendance rate is good and has been a focus of the school. One of our Y6 pupils had poor attendance last year because of a combination of unauthorised holidays with sickness.
- The school is a member of a very active cluster group and collaboration with other small schools across specialist areas is constantly developing. The school is very active in the community including the church, the village, other schools and the development of sport within the area
- 4 teachers are employed by the school (3.1 FTE) alongside the headteacher, in mixed age classes of Rec/Y1, Y2/3/4 and Y5/6. A team of experienced teaching assistants work alongside the classes, supporting teaching and learning and leading interventions according to their training and professional skills.
- An experienced School Business Manager works alongside the headteacher, senior teacher and school staff meaning that the school runs smoothly in the absence of a full-time headteacher.
- The school has a proactive group of governors who have recognised the difficulties that the school has had and have significantly changed the way that they work.
- The governing body federated with Hustwaite CE Primary School on 31st October 2016 to formalise the working relationship which has been developed over 2 years.
- The school was judged 'good' at the last Ofsted (Sept 2012) and SIAMS (May 2013) inspections

The training taken to position the school well for the equality and diversity agenda.

North Yorkshire advice on Restrictive Physical Intervention – April 16

Training is provided as required from a variety of agencies e.g. use of an EpiPen, first aid

All children reviewed termly and intervention provided.

Safer recruitment training has been undertaken by relevant staff and governors

SENCO network meetings are attended regularly

School provision

Examples of reasonable adjustments the school makes as a matter of course

- Information is offered in different formats for parents/carers
- The SEN information report is updated regularly and is available on the website.
- Individual needs catered for within classrooms and different ways of recording learning.
- The school behaviour policy is inclusive
- Provision maps are in place and used for all areas of provision within school.
- Parents are consulted and adaptations for pupils acted upon.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- The school recognises that in the past pupil progress has not always been as good it is could have been and the school has relied too heavily on end of year 6 results rather than pupil progress throughout the school. This has been a key focus since Jan 2014 and rapid improvement has been seen in all areas
- Teachers now know the accurately the level at which children are working and track progress half termly. These targets are shared with parents and this has led to a much greater understanding of pupil needs – relationships between home and school are much stronger.
- The school is moderating with Hushwaite as a partner school and is also working within a strong cluster to ensure that results are accurate.
- The school now has a good understanding of pupil achievement and progress.

Y6 outcomes July 2016

- RWM Expected 56%
- Progress measure reading 1.6
- Progress measure writing -2.4
- Progress measure maths -2.7
- Reading expected standard 67%
- Writing expected standard 67%
- Maths expected standard 56%

Y2 outcomes 2016

- Overall expected standard RWM 71.4 (LA 56.6 National 60.3)
- Greater depth RWM 14.3 (LA 8.2 National 8.9)
- Reading – 85.7 (LA 72.3 National 74.0)
- Writing– 85.7 (LA 63.3 National 65.5)
- Maths– 71.4 (LA 70.4 National 72.6)

Y1 phonics screening 2016 (10 pupils)

- Working at 90%
- Working towards 10%
- Y2 phonics - Two children retook the phonics screening and reached the required level (100%)

EYFS 2016

- GLD 66.7%

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (named):

- The head teacher Mrs Rebecca Bainbridge is the key person responsible for this area. She works with Ms Nickie Gauder as shared SENCO and the governor with responsibility is Mrs Pam Laycock.

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.

- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- *Exit interviews with pupils;*
- *School council;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Growing Up in North Yorkshire Pupil Survey*

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- *Exit interviews with staff;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- **Welcoming parents and the community into school so that they are critical drivers in policy development.**
- *Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”*
- *Feedback through the Governing Body meeting;*

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. (5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;

- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus, school website.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Contact us

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যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

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Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Accessibility Plan 2014-2018

At Sessay CE Primary School we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our school provides pupils with the opportunity to experience understand and value diversity.

This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

Definition of Disability

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

At present we have no wheelchair dependent pupils, parents or members of staff.

Contextual Information

Sessay CE Old School Building	The old building is listed. It has narrow, low doors and is difficult to access. The building is used mainly for administration purposes and is accessible via telephone or a camera/buzzer.
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Sessay CE Classrooms	<p>The classrooms are newly built single storey rooms which are easily accessible for wheel chairs to be used.</p> <p>There is the provision of a disabled toilet Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Classrooms are accessible for wheel chairs with clear access to the fire doors.</p>
School Hall	In the old school. Wheelchair access would not be possible. If there was a need the school would needs to consider moving the hall space to one of the new classrooms.
School Canteen	The canteen is approximately 100m from the school and is accessible via a path. The canteen would be accessible for wheelchairs.
Playground	Available for all pupils.
Field Area	Available for all pupils.
Garden	Available for all pupils.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	On-going and as required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	On-going and as required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software is installed where it is needed	As required	ECT	Wider use of SEN resources in the classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure	Gather information on accessible PE	As required	PE co-ordinator	All to have access to PE and

PE accessible to all	and disability sports			be able to excel
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Improving access to the physical environment of the school

Sessay CE School underwent significant classroom development during the year 2012/2013. This building of 4 new classrooms improved the learning environment and the accessibility to the main teaching spaces. The 'Old School' is a listed building and accessibility cannot currently be further improved.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going	SENCO / Teaching Support SBM	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment		SBM	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information		SENCO	Staff produce their own information
Annual review information to be	Develop child friendly IPM review		SENCO	Staff more aware of pupils preferred

as accessible as possible	formats			method of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible		SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.		SENCO/SBM	All can access information about the school

