

Hall Green Primary School Single Equality Policy 2018

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: *February 2019*

Date to be reviewed by the Governing Body: *April 2021*

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- **eliminate discrimination**, harassment, victimisation and any other conduct prohibited under the act;
- **advance equality of opportunity** between people who share a relevant protected characteristic and persons who do not share it;
- **foster good relations** between persons who share a relevant characteristic and persons who do not share it.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability

- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

- In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:
 - Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child (in line with GDPR 2018)
 - Prepare and publish equality objectives
 - To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit.

Our ethos/mission statement

The School's mission statement is 'Your Chance to Shine'.

Our mission statement is a summary of the school's aims and values.

- At Hall Green we do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance.
- Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance material. The local authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher/Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head/Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

School Community	Responsibility
	<p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local community members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on schools website/portal, a newsletter, as part of induction information.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Sandwell Equality Virtual Office:
<http://www.lea.sandwell.gov.uk/members/bulletin/virtual-offices/equality/index.html>

Appendix 1 – Links to other policies and documents:

School Policies and other Documents

Anti-Bullying
Attendance
Homework
Behaviour
Child Protection
Educational visits
Health & Safety
School Development Plan
Special Educational Needs/Inclusion
Staff Code of Conduct

Other Documents

Equality Act 2010
Gender Recognition Act 2004
Race Relations (Amendment) Act 2000
Equality Act 2006
Employment Equality Regulations 2003
SEN and Disability Act 2001
Disability Discrimination Act 1995
Disability Discrimination Act 2005
National Curriculum Inclusion Statement

Appendix 2 – School Information

Number on roll: 464

Ethnic Categories

White British	317	White and Black Caribbean	9	Indian	26	Any other Black background	3
White Irish		White & Asian	8	Pakistani	5	Refugee	
Any other white background	25	White & Black African	2	Bangladeshi	10	Asylum Seeker	
Traveller of Irish Heritage		Any other mixed background	21	Any other Asian background	17	Any other Ethnic Group	3
Gypsy/Roma		Chinese		Black Caribbean	3	Information Refused	
White European		Any other Chinese background		Black African	19	Information Not Obtained	

Disability Categories

N	Not collected		Needs Medication	2	Other disability/Health Problem	4
	No disability		Problems with Incontinence			
	Problems with mobility	4	Problems with Communication	16		
	Problems with hand function	1	Problems with Hearing	2		
	Problems with personal care	1	Problems with Vision			
	Problems with eating and drinking		Problems with ASD/Asperger's	7		

Special Educational Needs

Special Educational Needs	99	21%
SEN Support	73	16%
Education Health & Care Plan	6	1.3%

Gender

Boys	240	Girls	224
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Religion and Belief

Anglican		Church of England		Sikh	17
Baptist		Hindu	14	No religion	166
Buddhist	1	Jewish		Other Religion	36
Catholic		Methodist		Unknown	3
Christian	198	Muslim	28	Refused information	1

Free School Meals

FSM	69%	Non-FSM	31%
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- 1. Increase % of disadvantaged pupils making expected progress and better than expected progress which exceeds national averages.
(Attainment)**
- 2. Continue to take strident steps to improve attendance and PA levels to enable all learners to succeed.
(Attendance)**

Plus:

- 3. Continue to ensure the understanding of religious beliefs, British values and varied cultures are taught throughout the curriculum.
(Religion and Beliefs)**

	Year 1 Actions 2018/19	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2020-2021
Priority Objective:		Increase % of disadvantaged pupils making expected progress and better than expected progress which exceeds national averages.				
1.	Pupil progress meetings - Scrutiny of attainment data and progress rates	<p>(a) Targets set in line with minimum expected progress for 85% pupils and better than expected progress for 90% of those identified as underachieving.</p> <p>(b) Identification of pupils failing to make appropriate progress & planning intervention as necessary</p> <p>(c) Analysis of impact of interventions</p> <p>(d) Measurement of progress in relation to targets set</p> <p>⇒ Increased rate of progress and rise in attainment (see Priorities for improvement for specific detail)</p>	<p>(a) 15.10.18 17.10.18</p> <p>(b) 05.11.18 06.11.18</p> <p>(c) 14.1.19 15.1.19</p> <p>(d) 25.2.19 26.2.19</p> <p>(e) 29.4.19 30.4.17</p> <p>Transition meetings, using OTrack & related evidence to discuss pupil attainment: w/b 1.7.19</p>	<p>(a) K Heng A Gilbert</p> <p>(b) SIT</p> <p>(c) Teachers</p>	<p>Cover for release 1hr/half term in conjunction with performance management interviews</p> <p>Maximum 10 days @ £195 / day (internal cover where available)</p>	<ul style="list-style-type: none"> Review of pupil progress meetings and documentation to ensure process remains purposeful and follows 'best practice' Ongoing analysis of data to ensure all groups make at least expected progress.
2.	Range of data analysis exercises to identify strengths and weaknesses, focus on reading and writing by HR, Maths by KM and EYFS by RM	<p>(a) Identification of weak areas of learning</p> <p>(b) Analysis of phonic s data</p> <p>(c) Staff development addresses curriculum specific weaknesses across school, year group and individual teacher.</p> <p>(d) Identification of and provision for groups of underachieving pupils to be targeted for intervention (higher & lower ability)</p>	<p>Aut (1) ASP (2) Pupil progress</p> <p>Spr (1) Pupil groups (2) Pupil progress</p> <p>Sum (1) Pupil</p>	<p>H Read (Eng) K Macdiarmid (Maths) R Mason (EYFS)</p> <p>All teachers K Heng A Gilbert</p>	<p>Undertaken during leadership release time. (1/2 day fortnightly – internal cover)</p> <p>Teacher use of PPA time 10% timetabled release form class</p>	<ul style="list-style-type: none"> Analysis of wider range of data as this becomes available Staff CPD to ensure all staff can use data analysis to highlight group/underachievement

	Year 1 Actions 2018/19	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2020-2021
		(e) Identification of and provision of intervention strategies to be implemented and tracking of pupil progress to assess impact ⇒ Increased rate of progress and rise in attainment	groups (2) Summative data Data analysis – end of each term Pupil progress data & analysis of ASP ongoing throughout year		each week. (internal cover)	
3	Intervention for Wave 2 and Wave 3 pupils monitored by postholders	(a) Data analysis used as tool to ensure identification of pupils is consistent and appropriate (b) Wave 2 and 3 pupils identified (c) Wave 2 and 3 Numeracy and Wave 3 Literacy interventions taking place across appropriate year groups (d) Pupils tracked to assess impact (e) Impact analysis prompts review of provision if appropriate (f) Postholders develop responsible for pupil identification and tracking impact of interventions within their curriculum area ⇒ Increased rate of progress and rise in attainment	Autumn (1) and ongoing throughout year Progress tracked at end of cycle of specific intervention or half-termly, whichever is sooner	H Read (Eng) K MacDiarmid (Maths) R Ruffinato (EYFS) A Gilbert (as line manager timetabling LSPs)	Additional staffing from within school's capacity	<ul style="list-style-type: none"> Review of interventions in school with regards to 'value for money' Develop range of interventions to ensure all needs are met throughout
4	Whole school focus on meeting the needs of (a) Disadvantaged pupils (b) Vulnerable groups (c) boys PDM:	(a) Maintenance of register/list of Pupil Premium pupils (b) Challenging and creative provision meets the needs of all abilities (c) Bank of ideas in place (d) Staff sharing of good practice with regards	PDM Autumn 1 Data analysis half termly Pupil progress meeting half termly	K Heng SIT All teachers	X4 staff meeting of 1 ½ hrs (directed time – no cost)	<ul style="list-style-type: none"> Embed 'best practice' throughout school Monitor practice through monitoring cycle

	Year 1 Actions 2018/19	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2020-2021
	<ul style="list-style-type: none"> - Headlines and key indicators shared with staff alongside ASP 2018 - Termly review of provision Monitoring of provision through lesson observations; planning and work scrutinies	to provision facilitates improved provision across the school (e) Tracking of Pupil Premium pupils, groups and girls/boys in place through data analysis ⇒ Increased rate of progress and rise in attainment (see Priorities for improvement for specific detail)				
5	Whole school focus on meeting the needs of Higher ability <ul style="list-style-type: none"> - Through the development of a creative and exciting curriculum. 	(f) Development of LC curriculum (g) Challenging and creative provision meets the needs of all abilities (h) Development and use of outdoors (i) Staff sharing of good practice with regards to provision for higher achievers facilitates improved provision across the school (j) Tracking of higher ability pupils in place through data analysis ⇒ Increased rate of progress and rise in attainment	From Summer 2018 ongoing.	A Gilbert All teachers Middle leaders All teachers	1 afternoon per two weeks as monitoring cycle Budget for additional resources	<ul style="list-style-type: none"> • Embed 'best practice' throughout school • Monitor practice through monitoring cycle • Develop curriculum to meet needs of higher attainers in all subjects
6	Whole school focus in improvement of handwriting and Writing throughout the school to raise standards in line with expectations including progress measures.	(a) Pupils make at minimum expected progress across the year (b) Vulnerable groups make expected progress (c) Monitoring shows good teaching throughout (d) Post holder has a good understanding of strengths and areas of improvement within the school. (e) Good to outstanding progress evident across KS1 and from KS1 to KS2	Autumn 2018	H Read SIT All Staff	1 afternoon per two weeks as monitoring cycle Budget for additional resources	<ul style="list-style-type: none"> • Develop assessment system for Literacy • Monitor rates of progress across the school

	Year 1 Actions 2018/19	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2020-2021
	Priority Objective:	Continue to implement strategies to improve attendance and PA levels to enable all learners to succeed.				
1.	Weekly, half-termly, termly and annual rewards in place	Continuation of use of current reward systems maintains the positive attitude of the majority of pupils and families (ref Attendance Policy)	Ongoing	R Paddock S Guttridge K Heng Jan (Attendance officer)	Cost of rewards: Weekly: £5 Termly: approx. £150	<ul style="list-style-type: none"> Review of rewards in place and
2.	Engage and work with the Local Authority/Attendance Officer	Engagement with LA facilitates implementation of intervention strategies to improve attendance of pupils with rates below 90%, supporting pupils in school and challenging families to improve attendance and punctuality, taking further action necessary	Termly reviews with LA t	R Paddock S Guttridge K Heng Attendance officer	No extra resources needed	<ul style="list-style-type: none"> Review of support and impact from LA/Attendance Officer
3.	Half termly reports absence reports for all	Parents are regularly informed about attendance rates to support a drop in PA figures.	Autumn 2018 Termly	S Guttridge R Paddock	N/A	<ul style="list-style-type: none"> Review impact of half termly reports

	Year 1 Actions 2018/19	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2020-2021
	Year 1 Actions 2018/19	Outcomes	Timescale	Personnel	Resources	Years 2 & 3 Actions 2020-2021
4	Priority Objective: Improve the understanding of religious beliefs, varied cultures and British values throughout the curriculum.					
	1. Review and development of collective worship	<p>Constant communication between home and school</p> <p>(a) Review of provision of collective worship</p> <p>(b) Development of 'themes' within timetable for collective worship, to support spiritual and cultural development and to promote British values and to support PSHE curriculum.</p> <p>(c) Opportunities to link to curriculum, particularly cultural themes and British values</p>	<p>Review November 2018</p> <p>Format of collective worship in place from Spring 2019</p>	<p>A Gilbert SIT Team All Teachers</p>	No additional cost	<p>Monitor delivery of collective worship</p> <p>• Monitor breadth of themes to ensure all religions and beliefs within the school community are covered</p>
		<p>(d) Implementation of a given format for collective worship to ensure requirements are covered</p> <p>(e) Improved 'spiritual development' of pupils</p> <p>(f) Improved understanding of beliefs of others within the community</p>				<p>• Monitor coverage of British Values</p>
	2. Increase the understanding of different religious groups	<p>(a) RE syllabus is robust, in line with Sandwell syllabus</p> <p>(b) Increased visits to places of worship enabling greater understanding of beliefs and practices within the community</p> <p>(c) Prevent Agenda training for all staff as ongoing</p> <p>(d) Understanding of similarities and differences between religious groups known and respected.</p>	<p>Development and implementation Autumn 2018</p>	<p>A Gilbert/K Heng All staff RE Lead</p>	<p><i>Training costs for new staff and as needed.</i></p> <p><i>Staff meeting time x1</i></p>	<p>• Monitoring of coverage of RE syllabus and delivery</p> <p>• Monitoring of any issues and concerns</p>
	1. Ensure positive images of people from varied cultures and religions are displayed.	<p>(e) Positive images displayed including in assemblies.</p>	<p>Autumn 2018</p> <p>Ongoing</p>	All staff	None	<p>• Monitoring of learning environment</p>

Appendix 5 – Hall Green Primary Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2018 – March 2021.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, 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.
3. Hall Green Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
 6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Single Equality Policy and Scheme
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion (Including Special Needs)
 - Behaviour Management
 - School Improvement Plan
 - School Budget Plan
 - School Prospectus and Mission Statement
 - Teaching and Learning Policy
 8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
 9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure will cover the Accessibility Plan.
12. Information about our Accessibility Plan will be published annually to parents.
13. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
14. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Sandwell Accessibility Strategy".
15. The school makes its accessibility plan available in the following ways:
 - On request from the school office;
 - A copy is issued to all parents/carers of disabled pupils;
 - The full plan is available in a variety of formats, e.g. large print;
 - On the school website as sound pages.
16. The Plan will be monitored by Ofsted as part of their inspection cycle.

The audit conducted by the Leadership Team in March 2018 indicates that the following practices are in place:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Procedures in place for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and GPaS;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

Physical Environment:

- Accessible car parking at front of school
- Ramp in place to main entrance of school
- 3 unisex disabled toilets – one situated on the ground floor, two on first floor
- Lift to allow access to first floor for all
- Carpeted floors in all classrooms to support HI Hearing Impaired children;
- Regular evaluation of the school site for accessibility by the Premises, Health & Safety Committee.
- Cushions around the poles at entrances and exits to school building
- Gates to allow access to field through fence

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher, Deputy Head/SENCo, family support worker;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- Use of ‘Makaton’ and ‘Communicate In Print’ symbols.

As a school, we have set the following priorities for the development of information and data to support the school’s accessibility plan:

- Annual audit of the schools’ strengths and areas for improvement in working with disabled pupils;
- The impact on disabled pupils of the way the school is organised;
- Outcomes for disabled pupils.

DATE: April 2018

Hall Green Primary School Accessibility Plan 2015-2018

Improving the Physical Access at Hall Green Primary School

An Access Audit was carried out by deputy Head/Chair of H&S, with Site Manager in April 2018 and a number of recommendations made:

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Gate at front of school	Ensure gate is not too heavy and correct hinge is in place without faults	By Summer 2018	No cost to school

Target	Strategy	Outcome	Timeframe	Achievement	
Training for teachers/support staff on differentiating the curriculum and meeting pupil need	Gates onto main playground in case of emergency	Undertake an audit of staff training requirements INSET using strategies as appropriate	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum – pupils make at least signed progress.	Summer 2018 onwards	Increase in access to the National Curriculum Individual pupils make at least expected progress.
Training for staff to support children with specific needs.	Access to raised garden area	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships etc. INSET in place as needed	Staff trained to meet individual needs of children, e.g. ASD, lifting, toileting etc Ramp to be constructed to allow easy access to raised garden area (Semi-permanent ramp)	Summer 2018 onwards By Autumn 2019	Pupils supported appropriately with regards to all aspects of their individual need. Approx £1500
6 Raising of Disability Issues	Awareness of raising and handling of pupils	Provide training for governors, staff, pupils and parents	Wardens provided with training and awareness of issues relating to access of pupils	By Spring 2019	Society will benefit from the more inclusive school and social environment
7	Physical Handling of Pupils	Discuss perception of issues with staff to determine the current status of school	Training for staff re: physical handling of pupils	By Spring 2019	2 X £150 4 X £75 2 days cover @£195
3	Promote positive attitudes and well-being through the development of PSHE in curriculum	PSHE audit carried out.	Ensure PEEPs are updated to ensure physical access/exit is covered in case of emergency. Positive attitudes and well-being of pupils evident.	By 1 September 2018 (annually) By Summer 2019	n/a School covers all PSHE programmes of study and covers statutory requirements.
8	Access from 1st floor in event of emergency	PEEP to be regularly taught within curriculum	Evac chairs to be purchased Monitoring shows PSHE integral part of curriculum.	By Summer 2019	Approx £1000 per chair £300 training requirements.
Make available hardware and software to meet the needs of pupils with disabilities/SEN	Meet the needs of adult visitors who may use the site	Ongoing purchase of hardware/software. Install software as appropriate	ICT available to enrich the curriculum for SEN pupils Records and info requested in line with GDPR . PEEP forms available in office to be used as needed	Summer 2018 onwards By Autumn 2018	Pupils better enabled to meet AAM targets as set in AAMs/EHCPs n/a

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**Improving
Curriculum
Access at
Green
Primary
School**

Ensure LSPs are familiar with software/apps which will support the learning of SEN pupils	INSET and time given for LSPs to familiarise themselves with software	LSPs enabled to choose and use software appropriate to meet the needs of SEN pupils	Summer 2018 onwards	Pupils better enabled to meet IEP targets as set in IEPs
Pupil conferencing and pupil surveys initiated to judge the level and quality of pupil engagement	Judgement of the quality and consistency of pupil engagement and participation in their own learning.	Strengths and weaknesses identified relating to specific aspects of provision Support identified to address weaknesses	Once per term: Aut – WB 19/11/18 Spr – WB 18/03/19 Sum – WB 17/06/19 Learning survey: WB 28/01/19 -Then within annual cycle	Increased consistency in the judgement of the quality of provision within the school
Continue to promote positive attitudes and enable pupils to make choices to stay safe online	E-safety lead in place E-safety integral part of the curriculum	All staff trained as needed E-safety taught and monitored	Summer 2018 and ongoing	Children make choices that keep them safe with regards to e-safety and the Prevent Agenda

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written information to pupils using symbols/Communicate in Print.	Use Communicate in print to create texts for pupils as needed.	Access to written texts to pupils with communication difficulties	Summer 2018 onwards	Improved access to information of pupils with communication difficulties.
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Spring 2019 onwards	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Spring 2019 onwards	Delivery of school information to parents and the local community improved
Ensure signage around school takes into account Visually impaired	Audit signage and alter as necessary.	Signage visible to all sighted and in symbol format when appropriate for those with visual/Literacy difficulties	Summer 2019 onwards	All stakeholders enabled to negotiate their way around the premises and evacuate the building in an emergency.
Provide BSL interpreters and language interpreters for Parents Evenings, other meetings.	Audit of those needing an interpreter Appointments and meetings scheduled to enable interpreters to attend.	Purposeful meetings between school and families take place.	Autumn 2018 onwards	Effective communication between school and family.
All pupils are taught to develop a neat, joined style of handwriting as soon as they can form letters accurately	Adults model correct handwriting in all written information. Pupils are taught correct handwriting style and joins.	Monitoring evidences progress and improvement of the handwriting of pupils across the school.	Autumn 2018 onwards	The handwriting of pupils meets expectations for ARE.

Improving the Information at Primary School

Delivery of Hall Green