



North Yorkshire
County Council

Single Equality Scheme:

Weaverthorpe C.E. Primary School

Updated November 2021

Signed _____

Headteacher

Date _____

Signed

Chair of Governors

Date

Review due: Autumn Term 2022

Introduction

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 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 several 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.

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 below)

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. 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 Improvement Plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

What kind of a school are we?

School Aims and Values

Our School aims:

- To be a welcoming rural school with a friendly Christian ethos, where learning is exciting, challenging and engaging; and where children reach their full potential.
- To discover and nurture children's potential and well-being within a happy, safe and stimulating environment.
- To encourage care, respect and celebration for themselves, all others and the environment in which they live and learn.
- To deliver high standards of teaching where we can develop questioning minds and skills for life-long learning.

Our Christian values:

We will be:

- Respectful – to show empathy towards each other and to respect all and their belongings.
- Good learners – we will demonstrate good learning behaviour and meet challenges in a positive way.
- Trustworthy – we will tell the truth and show that we can be relied upon.
- Kind, forgiving and patient – with ourselves and each other.
- Fit and healthy – we will know how to live healthy, active lives.

We will:

- Enjoy learning – we all want school to be good fun!
- Care for the environment - at school and in the wider world
- Have good manners
- Be confident and believe in ourselves.
- Become independent – as we learn.

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

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> 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 is committed to addressing any actions which are identified to improve our inclusive practice.

School Context

Weaverthorpe CE (VC) Primary School is a small rural primary school with 27 pupils on roll, serving a rural community. The school has two classes:

- Willow Class (nursery, Reception & KS1)
- Silver Birch Class (KS2)

The number of pupils has decreased over recent years and current numbers are approximately half the school's capacity. A higher number of pupils than the national average receives pupil premium and have additional educational needs. No pupils are from minority ethnic groups and no pupils speak English as an additional language

In January 2020 the Ofsted Inspection, judged the school to be 'Inadequate', with special reference to the areas of leadership and safeguarding.

The headteacher and key stage 2 teacher left the school in the summer term 2020, an acting headteacher taking over the leadership of the school in September 2020. A new teacher for key stage 2 joined at the same time.

The previous governing board was dissolved and replaced with an interim executive board (IEB) in September 2020.

An assistant headteacher post has been created to strengthen curriculum leadership joining the school in June 2021.

The acting headteacher and IEB took immediate action to address the areas for improvement identified at the last inspection. Some aspects of school improvement have been delayed because of the impact of COVID-19. For example, support from a local school and an English hub was postponed because of national restrictions.

All members of the school community have been involved in developing the new ethos for the school, the logo and its aims and values.

Leaders have worked with the local authority and diocese to explore academy conversion.

Neither a suitable sponsor nor a federating school has been found to date. The school has recently entered into formal consultation on its future.

School provision

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

At Weaverthorpe Primary School, we ensure that our SEND information Report for Parents is up to date and contains the relevant information regarding adaptations the school makes/would make to ensure inclusive provision for all regardless of need. Weaverthorpe School ensures that we have Dyslexia friendly classrooms and pupils have access to adaptations to paper, reading books and other materials as required. Likewise, our school Behaviour Policy states that 'in exceptional circumstances, and in liaison with the HT/SENCO, particularly where a child may have SEND, the school behaviour system may be adapted to reflect individual need.' We have an Accessibility Plan

Children with SEND at Weaverthorpe have access to support and intervention above and beyond Quality First teaching and this is outlined within Individual Provision Maps for each child. These documents are discussed with parents at relevant points throughout the school year and pupils are included within the planning process.

Outcomes for pupils

Outcomes for all our pupils are analysed against groups within school (e.g. SEND, gender, vulnerable pupils) to ensure that there is a focus on improving outcomes for all.

These processes form part of the school's equality impact assessment 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.

Pupil voice is recorded at points within the academic year to assess the extent to which pupils feel safe and in the extremely rare occurrence of an incident linked to bullying or race, this is actioned and recorded within the school incident log.

As part of the wider school offer, all pupils are offered the opportunity to attend extra-curricular clubs. Likewise all children are included within residential visits and Pupil Premium funding is used as appropriate to ensure all children can attend these valuable opportunities.

The school has regular meetings with parents, especially those who have SEND and/or may require additional support within the school day.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2021-2022 are:

- 1. To continue to regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.**
- 2. Increase understanding of different cultural, religious views and lifestyles and to ensure there are no homophobic or bullying incidents, including on-line.**
- 3. Identify and accommodate all specific needs of children at Weaverthorpe School, including medical, social and cultural needs.**

For further detail, please refer to the action plan at the end of this document.

Indicators of progress towards the objectives are reviewed on a cyclical basis and recorded in the action plan below.

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- 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 all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- 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 IEB at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

The IEB will:

- ensure that the school complies with all relevant equalities legislation;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- recommend the designated governor receive up to date training in all the equalities and SEND duties;
- support the Headteacher in implementing any actions necessary;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to 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 and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- 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 prejudice based and hate incidents;
- 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;

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 and the equalities objectives, 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 and equalities objectives 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 objectives and action plan:

- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments as required;
- Growing Up in North Yorkshire Pupil Survey
- Collective worship.

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

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management
- Staff survey.
- Meetings with union representatives if required

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

- Welcoming parents and the community into school so that they feel part of the school community and therefore feel able to support school policy development where appropriate.
- Feedback through the IEB meetings;
- Feedback through meetings with parents;

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. 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

Our Weaverthorpe Primary School action plan, linked to this scheme can be found at the end of this document.

Reporting

This Scheme and equalities objectives 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 the school website and it will be referenced in school newsletters.

Publication

Equalities objectives will be available to anyone requesting a copy.

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.

Schools' duties around accessibility for disabled pupils

If required, Weaverthorpe Primary School will ensure thorough accessibility planning for disabled pupils as outlined in the guidance below;

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

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

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Improvement Plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review

See <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an accessibility plan.

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Tel: 01609 532917

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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Aby otrzymać te informacje w innym języku lub formie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Appendix 1: 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, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

Weaverthorpe School Equality Action Plan

2021-2022

"To ensure every child is helped to achieve his or her full potential in a safe environment."

Governor with Responsibility for Single Equality Action Plan – Carolyn Childs

KEY ISSUE 1.

- Continue to regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Survey participation in all school activities by all children, including those with SEND.	Staff & HT	Ongoing	Ongoing	Staff time	SEND Gov	Gaps in achievement for individuals &/or groups identified through regular assessment
b) Identify performance gaps termly for each cohort by analysing achievement and performance data.	Staff & HT					

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c) Identify any specific groups of disadvantaged children, eg SEND, FSM, boys, girls	Staff & HT	Ongoing	Ongoing	Staff time	SEND Gov	All children achieve agreed targets
d) Results demonstrated to IEB by HT in agreed format.	HT	Ongoing	Ongoing	HT time	SEND Gov	

KEY ISSUE 2.

- Increase understanding of different cultural, religious views and lifestyles and to ensure there are no homophobic or bullying incidents, including on-line.

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Identify any specific gaps in the curriculum.	Staff & HT	Autumn Term 2021	Spring Term 2022	Staff time	Designated Governor for curriculum	Staff & children recognise and understand different religions, cultures & lifestyles in multi-cultural Britain.
b) Identify any trends in inappropriate behaviour in school	Staff	Ongoing	Ongoing	Staff time	Designated governor for behaviour	

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c) Activities to provide opportunities to celebrate the diversity of other cultures. e.g. visits or visitors from different backgrounds (Buddhist centre, mosque), cooking, British Values activities, family customs etc.	Staff & HT	Ongoing	Ongoing	External visits costs	HT	Staff & children behave appropriately when engaging with others who have different values to their own.
d) Agree & plan activities/collective worship to educate children in on-line behaviour e.g NSPCC Safeguarding Assemblies for KS1 & KS2.	Staff, HT & outside provider.	Ongoing	Ongoing	Materials as required	HT	
e) Agree & plan activities around bullying, eg in anti-bullying week	Staff	November 2021	Ongoing as required.	Teaching Resources	HT	
f) Review relevant policies & procedures according to policy update schedule	Staff Designated Governor	Ongoing	Ongoing	HT time	IEB	All relevant policies & procedures in place and followed

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g) Regularly ensure relevant policies & procedures are being followed. (According to Policy Review Schedule)	Staff Governors	Ongoing	Ongoing	Staff & governor time	COG	
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KEY ISSUE 3.

- **Identify and accommodate all specific needs of children at Weaverthorpe School, including medical, social and cultural needs.**

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Regular communication with parents/carers to identify new needs. NB: this is particularly important if medical needs or the child's home situation changes.	HT	Ongoing	Ongoing	N/A	HT/IEB	All children's needs are identified and accommodated. Increased confidence of

b) Ensure all new and changed situations are continually communicated to all staff.	HT	Ongoing	Ongoing	N/A	HT/IEB	staff in developing their curriculum area accessibly.
c) Ensure all staff have access to CPD courses.	HT	Ongoing	Ongoing	CPD Costs	HT/IEB	
d) Curriculum planning – ensure there are opportunities for joint TA/teacher planning and evaluation of lessons		Ongoing	Ongoing	CPD Costs	HT/IEB	
e) All situations are dealt with in an appropriate and sympathetic way.	All staff	Ongoing	Ongoing	N/A	HT/IEB	
f) Any relevant agencies are involved as necessary (eg for Child Protection agencies).	HT	Ongoing	Ongoing	N/A	HT/IEB	