

Richard Taylor CE Primary School

## Single Equality Scheme 2015

NB

*Pink highlight – updated information for 2015*

*Yellow highlight – school should enter bespoke information related to the school and its context*

### 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.

#### **Mission Statement**

**At Richard Taylor School we aim within a caring and Christian environment to educate every child in our safekeeping to achieve his or her true potential. We seek to establish a life-long love of learning and attach a high priority to strong links between home, school and neighbourhood. We create a welcoming, stimulating, positive and disciplined environment. Our school is a place where children enjoy working and playing together to develop independence, self-confidence and self-esteem.**

#### **Aims**

- **To expect good behaviour, courtesy, mutual respect and consideration for others within and beyond the school environment.**
- **To provide a broad, balanced and challenging curriculum appropriate to the needs of each child.**
- **To nurture happy well-balanced individuals with alert and enquiring minds, self-respect and self-discipline.**
- **To ensure that all that we say and do in our daily lives reflects our Christian values.**
- **To develop purposeful links between children, staff, governors, parents, the local community and the wider world.**
- **To encourage, reward and celebrate the individual strengths and achievements of all**
- **members of the school community.**
- **To ensure that all pupils and adults feel valued and supported.**

### **Equality Objectives 2015-19**

- To promote positive images of disability in school.
- To review and renew the school's Inclusion Quality Mark.
- To improve the physical environment of the school increasing the extent to which disabled pupils have equal access to all aspects of the curriculum: (Specific focus on improvement of disabled access to KS2 classrooms.)
- To develop monitoring of after school clubs to ensure that school improves participation of vulnerable groups
- To ensure that all staff undertake further training in supporting pupils with autism and cerebral palsy in the classroom.
- Improve staff awareness of their role in supporting and promoting the Single Equality Plan.
- To ensure that stakeholders are consulted to seek their views on the school's values and its response to tackling discrimination and promoting equality.
- To ensure that monitoring systems are effective in identifying the progress of vulnerable groups and tackling underachievement with the targeted use of support staff.
- Achievement of Dyslexia Quality Mark in 2016

### **Indicators of progress towards meeting objectives**

- Inclusion Governor to visit school and report to full governing body on progress towards meeting objectives.
- Headteacher's report to governing body to provide information on impact of actions taken
- Review and Update the Inclusion Quality Mark to reflect impact of actions taken.
- Headteacher's Report to Governors to record impact of actions taken.
- Analysis of end of key stage results to record impact of actions taken.
- School Building Plan to record progress towards improvement of buildings for disability access.
- Interviews with disabled pupils reflect positive responses to support and provision.
- Staff training record shows regular update training on inclusion and equality for all pupils.
- Parental questionnaires to gauge views of parents with disabled pupils.

## **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.



## **Factors of the geographical location of the school:-**

### **Locality**

Richard Taylor Church of England Aided School is a larger than average Primary School, which is situated in an urban area on the north western side of Harrogate.

Richard Taylor is a popular, oversubscribed school with a caring Christian ethos

The number on role has risen over the last eight years and the school is currently at full capacity in all but one-year group, with 280 children on role in 9 class bases.

There is great pressure on school places in the local area with an increasing number of families with school age children leading to over subscription and regular appeals at Richard Taylor

The school has a stable population; in 2015 95% of the year six leavers had been with the school for 7 years.

There is a broad social mixture in school. 51% of children come from the Bilton Ward; 25% come from the nearby Woodfield Ward with the remainder coming from a wide range of wards across Harrogate.

The school deprivation index is low against national comparison whilst the number of pupils taking free school meals has risen from 1.9% to 9.4% over 6 years.

Most parents are in full-time employment or homes where both parents work although the current economic climate has impacted on financial stability. 26% of the school population access breakfast club or after school care on a regular basis.

The percentage of high social class housing is broadly in line with national averages whilst the percentage of families where an adult has accessed higher education is below the national average.

5.9% of the schools population is from ethnic minority groups. This figure is slightly larger than the LA average of 5.6%.

### **Buildings and Grounds**

The school has worked hard to create an attractive and stimulating environment. We have completed a number of large-scale renovation projects in recent years. The school has won a regional award for the development of its grounds with specific reference to our peace garden and environmental projects.

Major building works completed in the last four years have significantly improved the fabric of the school. It is a bright and attractive environment for high quality teaching and learning. The school has transformed one of its courtyards into a modern library/ICT learning zone. In recent years we have replaced every toilet, replaced the boiler and heating systems, improved disability access and renovated all but 3 classrooms. The school's next focus is the continued improvements to outdoor learning areas. This will see improvements to both the EY and KS2 playgrounds.

### **School Leadership and Management**

The school has a senior management team, which consists of a head and deputy as well as two staff with TLR points. A further temporary TLR point has been awarded to a member of staff with specific responsibility for PE Funding and NQT induction.

The current headteacher has been in post since September 2006. The current deputy headteacher took up post in September 2014 following her predecessor's promotion to headship. The school supports and encourages the professional development of all staff and is an active member of the Harrogate and Rural Schools Teaching Alliance.

### **School Organisation**

The school currently has 280 pupils on role organised into nine class bases. The majority of class bases contain mixed age pupils. Chronology is used to organise the classes unless there is a specific rationale for placing a child out of chronology. Pupils in year six are organised without direct reference to chronology. Classes are not organised by ability.

The school employs a wide range of support staff. HLTA trained staff support the delivery of PPA time for staff. All class bases have a range of support staff; they deliver targeted support groups as well as supporting the class teacher. Support staff timetables are altered annually to ensure the support in school is placed where it is most needed.

The school has seven pupils with a statement for special educational needs. All of these pupils receive support from a team of staff. Other pupils in school receive individual and small group support from staff through a range of targeted programmes.

Mrs Leanne Heard is the schools SENCO for 2015-2016. The school's deputy headteacher, Mrs Emma Crisell, has the role of monitoring the effectiveness of intervention strategies at KS2.

The school's SENCO has worked effectively to ensure continuity in the use of key documents including provision maps, inclusion passports intervention record sheets and individual provision maps across the school. These documents ensure that class teachers are using support staff and support programmes in the most effective manner to meet identified needs. Intervention reports provide information on the impact of support programmes.

### **Pupil Profile**

The school currently has 17 pupils on the revised SEN register. This is a significant reduction in line with updated recommendations. 23 pupils have been removed from the register and placed in a targeted group at risk of underachievement. The provision for these pupils is recorded on their specific class provision map.

The school has seen a significant increase in the number of pupils with diagnosed autism in the last four years and has increased training for staff to meet the identified need. The school works very closely with ASCOS outreach service to meet the specific needs of 10 pupils who currently have a clinical diagnosis of autism.

The school has 5 looked after children and 1 child currently on the child protection register.

The school currently has 5 pupils identified on its SEN medical register.

The school monitors the progress of those pupils identified as vulnerable to under achievement. This group has been identified using the LA vulnerability framework.

The school has 9.2% as a percentage of pupils accessing free school meals. This number has continued to increase over the last 5 years.

The school currently has 15% pupils on its gifted and talented register. This is higher than the LA average, which stands at 11%.

5.9% of the school's pupils are black and ethnic minority pupils, this figure is higher than the LA comparative figure of 5.6%

Attendance is good. Overall absence rates stand at 2.8. This is well below national comparison.

Behaviour in school is good. The most recent health related behaviour questionnaire completed with children shows that pupils feel safe at school. Within year six, 95% of pupils responding to the survey said that the school encouraged everyone to treat each other with respect.

Where the behaviour of individual pupils has been identified as a concern the school has put in place a number of strategies and is working closely with external agencies to support the individual and address their needs.

28 pupils are identified for pupil premium funding. This is 10% of the school's population.

### **Pupils Attainment on Entry**

The school takes 39 pupils each year. Without nursery provision on site the school will liaise with up to 20 nurseries to ensure successful transition. Detailed baseline assessments show that pupils on entry have attainment broadly in line with age related expectation.

Data for the current intake September 2015 show the majority working at 30-50 months in all areas except making relationships where 12% are working at 22-36 months. In health and self-care the majority are working at 40-60 months.

In 2014-2015 68% of the cohort had made expected or had exceeded the expected level of attainment.

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

- All staff have received basic first aid training. Three nominated members of staff have received additional paediatric first aid training. All staff have received additional training in the use of epi pen medication to treat extreme allergic reactions.
- All staff are aware of the medical needs of specific pupils (included on provision maps)
- Key members of staff including the headteacher have received restrictive physical intervention training.
- Staff have undertaken Inclusion training in the following area:
  1. Supporting pupils with attachment disorder.
  2. Supporting pupils with autism
  3. Supporting pupils with speech and language difficulties
  4. Manual handling training and specific training on meeting the needs of pupils with identified high level needs.
  5. Supporting pupils with cerebral palsy.
  6. One staff meeting each half term focuses specifically on inclusion. Every staff meeting has SEN and Inclusion as a standing agenda item.
  7. Half termly meetings with MSA and TA staff update all adults on pupils needs.
  8. The SENCO attend termly update meetings to ensure all practice in school is following NYCC guidelines.
  9. The SENCO is a member of the HARTS SENCO network
  10. Key governors have completed fair recruitment training.
  11. SEN governor has attended SEN governor training.
  12. Induction processes for all staff include training on inclusion.
  13. Training opportunities are made available for all members of staffing team.
  14. The school publishes all statutory documents relating to SEN on the school website, this includes the school's locality offer.
  15. The school has completed all Can Do assessments for children with high level needs.
  16. All relevant staff have received training in new SEND code of practice 2014.

### **School provision**

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

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- The school has developed a series of class provision maps, which help to inform the whole school provision map.
- Individualised learning plans are created for children with the greatest need. This may include visual daily timetables and will include support with social integration.
- Class teachers will create specific inclusion passports for identified pupils within their classes. These are reviewed and updated on a termly basis.
- Individual Provision Maps or Pastoral plans have been created to meet the needs of pupils with identified behavioural problems.
- All staff have been involved in the ongoing review of the Inclusion Quality Mark. The school is working towards ensuring that all classrooms are both dyslexia and autism friendly. Examples include the use of visual timetables, the use of coloured backgrounds on smartboards, the creation of calm down areas for autistic pupils and the adoption of a consistent calming colour scheme throughout school.
- The use of recognised resources and programmes to support the progress of all pupils
- Individual lesson plans include specific objectives and support plans for identified vulnerable learners. This includes an awareness of the need to adapt the established behaviour policy to meet specific needs.

## 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.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*)
- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*

## 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**

#### **Mr A Symonds: Headteacher.**

- Will have responsibility for monitoring the response to reported incidents of a discriminatory nature.
- Will have responsibility for the gathering and analysing the information on the outcomes for vulnerable pupils.
- Will have responsibility for ensuring that the specific needs of staff members are addressed.
- As children protection lead professional will have responsibility for ensuring that named staff are informed regarding the specific needs of vulnerable pupils.

#### **Mr T Walden: Inclusion Governor.**

- Will have responsibility for supporting the Headteacher and in the development of this policy and its identified priorities.
- Will work with key staff to complete the inclusion quality mark self review and will report to the governing body on the effectiveness of inclusive practice in school.

#### **Mr D Sanderson: Chair of Governing Body.**

- Will take responsibility for completing safer recruitment training and will work alongside the Headteacher to ensure that all appointments follow acceptable safer recruitment practices.
- Will monitor the Headteacher's response to the reporting of incidents of a discriminatory nature.
- Will ensure that the governing body complaints committee will follow correct procedures in the event of a formal complaint linked to discriminatory practice.

#### **School SENCO: Mrs Leanne Heard.**

- Will take responsibility for monitoring the use of Provision Maps, Inclusion Passports and referrals to outside agencies to ensure that the needs of all vulnerable learners are met.

#### **Mrs J Johnson : SEN Governor**

- Will have responsibility for reporting on all SEN issues to the governing body.

### **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:

- *Regular consultations with pupils through the use of pupils' questionnaires and the school council.*
- *Involvement in the Health Related Behaviour Questionnaire on an annual basis including a detailed analysis of the data provided through the questionnaires.*
- *Worry boxes provided for pupils in all junior classrooms.*
- *Relevant governors and school advisors to interview pupils annually.*
- *Individual feedback sought from pupils experiencing reasonable adjustments.*
- *Growing up in North Yorkshire Pupil Survey*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination.*

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

- *Staff questionnaires analysed by the governing body*
- *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:

e.g.

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- All meetings with parents including crucial on entry meetings provide a clear platform for allowing parents to tell us if there is any adjustments we need to make to help support their 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. The school has clear processes for ensuring information is shared appropriately with staff to ensure inclusive practise is consistent.
- Annual questionnaires used with all parents.
- Feedback through the Governing Body meetings;
- Feedback through the Friends of the School meetings;
- Feedback from adults using the school beyond the school day;

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**

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

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

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Email: [communications@northyorks.gov.uk](mailto: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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Richard Taylor CE Primary School Equality Action Plans

<b>KEY ISSUE</b>
Improving access to the curriculum: (short term)

## Success criteria

- Raised confidence of staff in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access needs.

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
<b>School to update record of attendance at after school clubs to ensure that they are offering opportunities to all groups within school.</b>	Headteacher	January 2016	July 2016		Headteacher	Headteacher to report to Equality Governor
<b>School to complete staff training on supporting pupils with dyslexia.</b> <ul style="list-style-type: none"> <li>• Undertake a review of staff training needs.</li> <li>• Staff to complete at least 3 CPD sessions on Dyslexia.</li> </ul>	Headteacher	January 2016	July 2016		Equality Governor	Headteacher to report to Equality Governor
<b>Create specific parental questionnaires to gauge the views of parents with disabled pupils.</b>	Headteacher	January 2016	July 2016		Headteacher	Headteacher to report to Equality Governor

**KEY ISSUE**

Improving access the curriculum (medium term)

## Success criteria:

- All children in school able to access all school trips and take part in range of activities.
- All children able to access PE and disabled children more able to excel in sports.
- Gradual introduction of disability issues into all curriculum areas,

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure all school trips and visits are accessible to all. a. Develop guidance for staff on making trips accessible. b. Investigate new camp location that is accessible for next year.	Headteacher EVC	Summer 2016	Summer 2017		Designated Governor	
Review PE Curriculum to make PE accessible to all. a. Gather information in accessible PE and Disability Sports b. Invite disabled sports people in for particular sessions. c. Review PE curriculum to include disability sports.	PE Coordinator	From Jan 2016	By July 2017		Designated Governor and HT	
Review profile of disability issues within the curriculum. a. Assemble disability issues resource box for staff. b. Review profile of disability issues within worship planning.	Headteacher	From Jan 2016	By July 2017		Designated Governor and HT	

**KEY ISSUE**

Improving access to curriculum (long term)

## Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
To improve the physical environment of the school increasing the extent to which disabled pupils have equal access to all aspects of the curriculum: (Specific focus on improvement of disabled access facilities in KS2.)	Headteacher Equality Governor	January 2016	January 2017		Buildings and Premises Committee	Governing Body Minutes
To ensure that all pupils with high level needs recognised by a current statement are transferred to an 'Educational Health Care Plan'	Headteacher	January 2016	September 2017		Headteacher Premises Committee	Reports to SEN Governor. Full report to Governors within HT report.
Monitoring systems are in place to ensure that the progress of vulnerable groups including minority groups and SEN pupils is at least in line with all pupils.	Headteacher SENCos Senior Managers	January 2016	September 2017		Headteacher to report to Curriculum Committee and Equality Governor	Raise Online and SIMS Assessment Manager systems to provide data which will be focus for governing body monitoring.
Develop links with local special school to improve understanding of curriculum. a. Organise opportunities for staff to observe their curriculum areas at Local Special School. b. Establish link meetings for curriculum coordinators.	SENCo	From Jan 2016	Review Jan 2017		Designated Governor and HT	