



# DOG KENNEL HILL SCHOOL

## EQUALITIES POLICY



<b>Date of issue</b>	<b>November 2018</b>	<b>Date of next review</b>	
<b>ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL BY THE GOVERNING BODY AT THE MEETING ON:</b>			
<b>SIGNATURE OF HEADTEACHER, GOVERNOR OR APPROPRIATE REPRESENTATIVE</b>			
<b>NAME OF HEADTEACHER, GOVERNOR OR APPROPRIATE REPRESENTATIVE</b>			
<b>POSITION OF HEADTEACHER, GOVERNOR OR APPROPRIATE REPRESENTATIVE</b>			

**Copies of this plan are held by:**

<b>NAME</b>	<b>DESIGNATION</b>

## AIMS

### INTRODUCTION

Dog Kennel Hill Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The school has a strong heritage of promoting equality and celebrating diversity.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

#### Key Principles

Our approach to equality is based on the following principles:

- 1. All learners are of equal value.**
- 2. We recognise, respect and value difference and understand that diversity is a strength.**
- 3. We foster positive attitudes and relationships.**
- 3. We actively seek to raise awareness and reduce discrimination.**
- 4. We foster a shared sense of cohesion and belonging.**
- 5. We observe good equalities practice for our staff.**
- 6. We have the highest expectations of all our children.**
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.**

### PURPOSE OF THE POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils and staff or treat them less favourably because of their age, gender, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, marriage or civil partnership. This act makes it 'unlawful to discriminate against, harass or victimise a pupil or potential pupil in relation to: admissions, the way it provides education for children, in the way it

provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment’.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

## THE PUBLIC SECTOR EQUALITY DUTY OR “GENERAL DUTY”

**This requires all public organisations, including schools to**

- ✓ Eliminate unlawful discrimination, harassment and victimisation
- ✓ Advance equality of opportunity between different groups
- ✓ Foster good relations between different groups

## TWO “SPECIFIC DUTIES”

**This requires all public organisations, including schools to**

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy is the formal voice of the school’s staff and Governors in pronouncing our continuing commitment to equality by eliminating discrimination, advancing equality and fostering good relations within the school community. By promoting equality for all, whether children, staff, adult, families, visitor or Governors within Rotherhithe Primary School, we are committed to recognising and tackling barriers that may lead to unequal outcomes for individuals or groups of children/adults, so that everyone can have equal access and so that diversity is celebrated throughout our school. This policy also voices our commitment to prevent and challenge discrimination, harassment and victimisation in school life.

## DEVELOPMENT OF THE POLICY

The original policy was developed by the Inclusion Leader in consultation with pupils on the school council, staff, governors and parents and carers. It is part of our commitment to promoting equality and reducing discrimination.

When developing the policy we took account of the DFE guidance on the Equality Act 2010 and now the Ofsted inspection framework 2018, which places a strong focus on improving the learning and progress of different groups.

We note that within this framework OFSTED requires us to promote the British Values; ‘an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs’. These values support our continuing promotion of cultural equality and diversity.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we strive to ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, school web site and newsletters.

The following policies particularly contribute to the promotion of equality: School behaviour policy, SEND policy, Complaints policy, Teaching and learning policy and Sex and Relationship policy. Minutes of meetings involving governors, the whole staff, and the senior leadership team and school council include references to equality issues.

The Equality Act also applies to schools in their role as employers. We comply with this regulation through our recruitment process, Disciplinary Procedure, Grievance policy and Competency Framework.

## PUPIL POPULATION

Dog Kennel Hill Primary School serves a diverse community with 44% of our pupils speaking English as an additional language. We are currently a two form entry school with a bulge class in year 5. We have two nursery classes offering both full time and part time nursery places. Approximately 52% of the school's population are male and 48% are female. Approximately 15% of children are identified as having additional SEND needs. 20% of the school's population are white British and 30% are black African.

## WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARRASSMENT AND VICTIMISATION

## ADMISSIONS AND EXCLUSIONS

We take account of equality issues in relation to **admissions and exclusions**; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

Our **admissions arrangements are fair and transparent**, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or age.

## PARENTS STAFF AND RECRUITMENT

- The Head Teacher ensures that all appointment panels give due regard to this policy so that **no one is discriminated against when it comes to employment, promotion or training** opportunities. All appointment panels have at least one member that is 'safer recruitment' trained.
- We ensure that those who are affected by a policy or activity are **consulted** and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to **consider the equality implications** when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school and take it to the appropriate working party.

## DISABILITIES

The Equality Act permits 'more favourable' treatment of disabled people than non-disabled people.

- We are aware of the **Reasonable Adjustment duty for disabled pupils** – designed to **enhance access participation** to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- We undertake reasonable adjustments to ensure access for adults, children, staff and visitors, including improvements to the physical environment, access to the curriculum, and access to information.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.  
(Please see accessibility plan, SEN information Report and Medical Policy)
- We support learners with disabilities by meeting their individual needs, through meeting with parents, carers and specialist to draw up individualised support plans. These needs are then cascaded to all staff who come into contact with the child to ensure needs are met fully.
- Appropriate precision interventions are organised to ensure that all children meet their full potential
- Progress of SEND children is monitored by the Head of School and the Inclusion Lead.
- Dependent on individual circumstances, children with disabilities are supported to enable them to take part in all school events, trips and sports days.
- We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities and also run 'disability workshops' in school.
- When planning any maintenance and refurbishment we consider 'general' adjustments which may be need for pupils with disabilities.

## BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

- The school Policy on Behaviour – Rewards, Sanctions and Exclusions - takes full account of the duties under the Equality Act.
- We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## PREJUDICE AND BULLYING

- The school challenges prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs, prejudices around race, religion or belief, prejudices around gender and sexual orientation, including homophobic and transphobic attitudes. The school explains why it is unacceptable to children and adults alike.
- The school has a policy for responding to bullying behaviour, including prejudice-related incidents, which involves responding to both victim and perpetrator.
- We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness and how we dealt with them. We review this data termly and take action to reduce incidents

## THE CURRICULUM

**Although the content of the school curriculum is explicitly excluded from the Equalities Act, the delivery of the curriculum is included. We ensure that:**

- The curriculum prepares children for life in a diverse world and uses the children's own background and experiences where appropriate.
- The curriculum offers opportunities for children to explore identity and equality at their stage of understanding and development.
- We actively promote **equality and diversity through the curriculum** and by creating an environment which champions respect for all.
- The curriculum promotes behaviour and values that celebrate and respect diversity, but also challenges discriminatory language and actions.
- The R.E. and PSHE curriculum's in particular raise awareness of faith. Children visit a range of places of worship and religious leaders are invited to visit the school. (See R.E. and PSHE policies).

## WHAT WE ARE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

### PROMOTING EQUALITY IN ACHIEVEMENT

**We want all our children to achieve at the highest possible level. To do this, the school will:**

- Have consistently high expectations of all pupils, regardless of their gender, ethnicity, ability/disability, religious belief, faith tradition/culture, sexual orientation, etc.
- Expect all adults within school to provide positive role models to children in all issues relating to equality of opportunity.
- Identify the particular strengths and needs of individuals and groups of children and use targeted interventions to promote good learning and progress and to narrow gaps in achievement.
- Use a range of teaching styles to ensure that effective learning takes place for all children.
- Encourage children and parents to engage fully in the learning process, making it a strong partnership.

### DATA ANALYSIS

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. (see appendix 2)
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and number skills.
- We collect, analyse and publish data: on the school population by gender and ethnicity; on the percentages of pupils identified as having a special educational need and/or disability and by their principal need or disability; by ethnicity, gender, Free School Meals.
- We analyse the standards reached by different groups at the end of each key stage and plan appropriate responses to the outcomes of this data.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We provide support to pupils at risk of underachieving.

## POSITIVE ACTION

- The School Development Plan sets out the school's focus on eliminating and promoting equality of opportunity. The targets are then incorporated into the action plans of key leaders within the school. E.g. raising awareness of homophobia and gender related issues is a current focus. (Please refer to SDP for further details).
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies with the aim of ensuring that we meet the needs of all pupils.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We are also implementing an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

## WHAT WE ARE DOING TO FOSTER GOOD RELATIONS

### **Promoting Equality: The school's culture and ethos**

There are long traditions of creativity and diversity at Dog Kennel Hill Primary School, which we proudly continue to promote. To continue to do this, the school will:

- Promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- Expect all staff, partners and visitors to demonstrate mutual respect amongst all members of the school family, maintaining the open and friendly welcome to all.
- Encourage children to greet each other, staff and visitors with the same friendly and respectful welcome.
- Through displays and resources, reflect the diversity of the school family.
- Provide opportunities for encouraging the children's spiritual, moral and cultural development within school, through visits and visitors to school.
- Consult the children and consider their views through School Council meetings, surveys, SMSC sessions, circle-times, Assemblies and discussions with groups/individuals.
- We teach the children about British Values which extend to everyone; democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.



- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through philosophy for children, PSCE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

## OTHER WAYS WE ADDRESS EQUALITY ISSUES

- We maintain records of all training relating to Equality issues.
- Our monitoring records include evaluations of aspects of Equalities
- We have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced.

## PUBLISHING EQUALITY OBJECTIVES

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2016-2019 are set out in Appendix 1.

## MONITORING AND REVIEWING OBJECTIVES

We review and update our equality objectives every three years and report annually to the governing body on progress towards achieving them. We will involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

## GOVERNING BODY

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

## HEAD TEACHER AND LEADERSHIP TEAM

The Head of School is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Leadership team in collaboration with the Inclusion Leader has responsibility for co-ordinating implementation of the policy and for monitoring outcomes. They should have informed knowledge of the Equality Act.

## TEACHING AND SUPPORT STAFF

**All teaching and support staff will:**

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide guidance on Equalities for all staff.

## VISITOR AND PARENTS

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

## EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff; receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## MONITORING AND REVIEWING THE POLICY

This policy and all other policies, plans and documents related to the equalities agenda will be regularly monitored and evaluated by the school, to assess the impact on children and adults within the school community. The results of the on-going monitoring and evaluation will directly feed in to the school's development plans.

## DISSEMINATING THE POLICY

This Equality Policy along with the Equality Objectives and data is available

- [on the school website](#)
- [on the staff shared areas](#)
- [as paper copies in the school office](#)
- [as part of induction for new staff](#)
- [a periodic reminder regarding the availability of the Equalities Policy will be added to the school's newsletter](#)

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

## Equality Objectives 2016-2019

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary (From September 2018)
Eliminate, discrimination, harassment and victimisation.	Develop awareness and understanding of homophobia and gender identity related discrimination.  Continue to maintain low incidences of bullying. Reported incidences of racist and anti-disabled nature decrease.	<ol style="list-style-type: none"> <li>1) Arrange various assemblies to raise awareness.</li> <li>2) Following assemblies - an article to run in Newsletter.</li> <li>3) Arrange visiting company to deliver workshop for children entitled 'Boy' to raise awareness of homophobia and gender identity discrimination.</li> <li>4) Class teachers to plan Circle time and PSHE lessons to follow up work in assemblies and visit.</li> <li>5) Ensuring that gender equalities / roles are understood.</li> <li>6) Raise children's awareness of different types of family; inc ch who live with same sex parents, whose parents are separated etc...In Early Years use of stories to promote tolerance and awareness of differences.</li> <li>7) Review the behaviour policy and audit its impact in school.</li> <li>8) Records of incidences of bullying to be logged and analysed. Action to be taken to address any recurring themes.</li> <li>9) Anti-bullying week.</li> <li>10) School Council to consider strategies to avoid bullying incidences.</li> </ol>	<ol style="list-style-type: none"> <li>1) HoS</li> <li>2) HoS</li> <li>3) Safeguarding Lead</li> <li>4) Teachers</li> <li>5) SLT/Teachers</li> <li>6) SLT/Teachers</li> <li>7) SLT/ Middle Leaders – Safeguarding Lead to lead</li> <li>8) All staff to record incidences.</li> <li>9) Safeguarding Lead to analyse and take action where necessary.</li> <li>10) Safeguarding Lead</li> </ol>	<ol style="list-style-type: none"> <li>1) Spring term and ongoing</li> <li>2) Spring term and ongoing</li> <li>3) Summer term</li> <li>4) Ongoing</li> <li>5) Ongoing</li> <li>6) Spring term and ongoing</li> <li>7) Autumn term</li> <li>8) Ongoing</li> <li>9) November 2018 and annually</li> <li>10) Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) Value based assemblies have taken place this term (Autumn 2018/2019). Next term, a greater focus will be placed on homophobia and gender identity.</li> <li>2) Articles to follow assemblies starting in the Spring term.</li> <li>3) Interactive theatre production took place in the summer term of 2017/2018. Organised for the summer term each academic year for Years 5 and 6.</li> <li>4) Teachers are carrying out weekly PSHE lessons and circle times where appropriate. These sessions include a focus on of homophobia, gender identity and discrimination appropriate to the age range.</li> <li>5) Diversity role model workshop organised for years 5 &amp; 6 each academic year in the summer term.</li> <li>6) To be addressed through PSHS lessons and HoS assemblies in the Spring term 2018/2019. Stories are used in the EY to share an understanding that there are different types of families.</li> <li>7) Behaviour policy was reviewed and reinforced with staff members during Autumn term 2018/2019.</li> </ol>

					8) Records of incidences are logged on Arbor. Current themes need to be identified and action taken. 9) Anti-bullying week conducted with a focus on 'no means no'. 10) This will be a focus for Spring term (2018/2019).
Advance equality of opportunity between different groups.	Raise attainment of children receiving pupil premium across the school.	1) Employ a 'Pupil Premium' Leadership Teacher to have responsibility for raising the attainment of children receiving Pupil premium 2) PPLT to analyse data to identify gaps in attainment and identify areas where attainment needs to be raised. 3) Organise precision interventions to raise the attainment of these children. 4) Ensure deployment of staff meets needs. 5) Improve teaching and learning including differentiation for vulnerable groups. 6) Lead on booster provision to raise attainment. 7) Staff appraisal to be linked to raising attainment and achievement of vulnerable children.	1) Executive Head Teacher 2) Pupil Premium Leadership Teacher 3) PPLT 4) Head Teacher 5) Inclusion Leader 6) PPLT 7) PPLT	1) September 2018 2) Termly 3) Termly 4) Ongoing 5) Ongoing 6) Spring 2018 7) Targets set in Autumn term and reviewed in Spring term.	1) Achieved 2) Data has been analysed and children identified for support (Autumn term – 2018/2019). Action ongoing. 3) Pupil premium strategy 2018/2019 completed. X2 groups identified – 1. PP pupils at risk of not reaching expected. 2. More able PP pupils targeted to achieve greater depth. 4) Intervention carried out and review of performance indicated within the pupil premium review document. 5) DPiL training to improve the teaching of Literacy. White Rose maths scheme of work to support the teaching of maths. Looking at planning cycles and proformas – to include highlighting vulnerable groups and differentiation of provision and resources. Targeted support from support staff. 6) Targeted booster groups for year 6 organised by PPLT following on from pupil progress meetings. 7) Appraisal documents are linked to raising achievement.

<p>Foster good relations between different groups.</p>	<p>To promote the 'British value' of mutual respect within the school community - with a focus on race, religion, age and disability.</p> <p>Continue to promote the school's values to be;</p> <p>Ambition Empathy Creativity Resilience Respect Courage Increase awareness of disability.</p>	<ol style="list-style-type: none"> <li>1) Ensure emphasis on the British Values throughout the curriculum and in all aspects of the school.</li> <li>2) Continue to encourage an appreciation of the school's cultural diversity through events such as Black History month and Cultural Day.</li> <li>3) Disability awareness week/day.</li> <li>4) Workshops for children promoting a greater understanding of special needs.</li> <li>5) Assemblies promoting understanding of types of disabilities including hidden disabilities such as autism.</li> <li>6) Increase information for parents about disabilities.</li> <li>7) Embed school values which all children understand and work towards achieving.</li> <li>8) Introduce 'Star of the Week' for pupils being kind and supportive to their peers during playtimes.</li> <li>9) Organise various clubs to support the work in school e.g. garden club, news reports, charity clubs etc which will lead to young entrepreneurs (SMSC Co)</li> </ol>	<ol style="list-style-type: none"> <li>1) Inclusion Leader/SLT</li> <li>2) Leadership team/PSCHE coordinator</li> <li>3) Inclusion team</li> <li>4) Inclusion Lead/Inclusion Team</li> <li>5) Inclusion Lead/Inclusion team</li> <li>6) Inclusion Lead/Inclusion team</li> <li>7) Inclusion Lead/all staff</li> <li>8) Safeguarding Lead</li> <li>9) SLT/teachers</li> </ol>	<ol style="list-style-type: none"> <li>1) Ongoing</li> <li>2) Ongoing</li> <li>3) Yearly</li> <li>4) Spring Term 2019</li> <li>5) Spring Term 2019</li> <li>6) Spring Term 2019</li> <li>7) Ongoing</li> <li>8) Autumn Term 2018</li> <li>9) Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) Curriculum currently being revised. SLT to ensure focus on British values. Assemblies from Spring term to include this focus.</li> <li>2) Black History Month celebrations planned this year with a focus on Art. Display of children's work in lower corridor.</li> <li>3) To be planned for the Summer Term 2019.</li> <li>4) Autism workshops for Year 4 planned for the Spring Term 2019.</li> <li>5) To be planned from Spring term 2019 onwards.</li> <li>6) SEND open mornings to commence in the Spring Term. Specific parents will be invited to attend. Each session will focus on a different area of SEND.</li> <li>7) Values assemblies happening on a weekly basis where one pupil from each class is selected to receive a certificate for demonstrating a particular value.</li> <li>8) This was implemented in the autumn term. A certificate is handed out during assembly each week.</li> <li>9) Weekly gardening club allows pupils to grow and then sell their own vegetables at school events. Enterprise week organised in the summer term each academic year for year 6 pupils. Year 6 fundraising events during summer term to raise money for their end of year celebrations. Several fundraising days organised each year to support various charities e.g.</li> </ol>
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					Red Nose Day, Christmas Jumper Day, Children in Need, Cancer research. A year 6 child led this research.
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Appendix 2

**Accessibility Plan 2016-2019**

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	<ol style="list-style-type: none"> <li>1) All staff who receive visitors at reception need to ask if there are any access requirements that the school should be aware of, particularly in relation to any requirement for support in case of fire.</li> <li>2) Clearly display on the website clear options on how to arrive on site particularly for those who may need additional access requirements.</li> <li>3) Mark out walking routes within the car park to aid safety and access routes for those who may be hearing impaired.</li> <li>4) Ensure that all doors are colour contrasted against the surroundings to aid people with impaired vision.</li> </ol>	<ol style="list-style-type: none"> <li>1) Inclusion Leader</li> <li>2) Inclusion Lead</li> <li>3) Inclusion Lead/ Premises Manager</li> <li>4) Inclusion Lead/ Premises Manager</li> </ol>	<ol style="list-style-type: none"> <li>1) Spring 2019</li> <li>2) Spring 2019</li> <li>3) Summer 2019</li> <li>4) Autumn 2019</li> </ol>	<ol style="list-style-type: none"> <li>1) Not yet achieved.</li> <li>2) Not yet achieved.</li> <li>3) Not yet achieved.</li> <li>4) Achieved.</li> </ol>
Improve access to the curriculum	To establish effective mental health strategies which promote positive self-esteem and motivation	<ol style="list-style-type: none"> <li>1) Whole school INSET on Mindfulness for staff</li> <li>2) Follow up on INSET training with all staff.</li> <li>3) 15 Lessons to be taught over the Autumn Term in all classes.</li> <li>4) Each class to follow the scheme of work and lesson plans provided.</li> <li>5) Plans are delivered and monitored half termly.</li> </ol>	<ol style="list-style-type: none"> <li>1) DHT</li> <li>2) DHT</li> <li>3) Teachers</li> <li>4) Teachers</li> <li>5) SLT/teachers</li> <li>6) DHT</li> <li>7) Inclusion team</li> </ol>	<ol style="list-style-type: none"> <li>1) Autumn term 2016</li> <li>2) Autumn Term 2016</li> </ol>	<ol style="list-style-type: none"> <li>1) Mindfulness training delivered and new staff to be trained in October 2016.</li> <li>2) Follow up training carried out in October 2016.</li> </ol>

		<ul style="list-style-type: none"> <li>6) Pupil voice for impact of mindfulness at the end of Spring Term.</li> <li>7) Close monitoring of children who show mental health issues and referrals made where appropriate.</li> <li>8) Introduce Lego therapy as a means of developing children's collaboration and social skills.</li> </ul>	8) SALT	<ul style="list-style-type: none"> <li>3) Autumn Term 2016</li> <li>4) Autumn Term 2016</li> <li>5) 2016-2017</li> <li>6) Spring term 2017</li> <li>7) Ongoing</li> <li>8) 2016-2017</li> </ul>	<ul style="list-style-type: none"> <li>3) Lessons taught successfully and mindfulness strategies used throughout the day.</li> <li>4) Each Teacher provided with book containing lesson plans.</li> <li>5) Observations of mindfulness lesson observed and monitored.</li> <li>6) Pupils consulted on impact of mindfulness lessons and strategies used in classrooms.</li> <li>7) Ongoing. Some referrals to CAMHs placed.</li> <li>8) Lego Therapy sessions introduced by SALT.</li> </ul>
Improve access to the curriculum	<p>To provide effective and timely CPD to ensure quality first teaching in every class</p> <p>To ensure that Teaching Assistants and Teachers have a better understanding and knowledge of barriers to learning that may impact on children and develop their expertise to provide support for children with SEND.</p>	<ul style="list-style-type: none"> <li>1) Complete a skills audit for all teaching and support staff</li> <li>2) Analyse a SWAT analysis (strength, weaknesses, action, threats)</li> <li>3) Create a plan for CPD needs across the school.</li> <li>4) Organise a staff meeting timetable to cover staff training as required to fulfil SDP targets</li> <li>5) Follow up on training needs as identified by the appraisal Process.</li> <li>6) Focus on improving teachers: Questioning, Differentiation, Increasing child productivity / independent learning Assessment for learning / feedback.</li> <li>7) Access external training where this is needed.</li> <li>8) Continue to develop coaching practices among all staff.</li> </ul>	<ul style="list-style-type: none"> <li>1) HoS</li> <li>2) HoS</li> <li>3) Inclusion Lead</li> <li>4) HoS/ Inclusion Lead</li> <li>5) Line managers</li> <li>6) SLT</li> <li>7) SLT</li> <li>8) HoS</li> <li>9) HoS</li> <li>10) Inclusion Lead</li> <li>11) Inclusion Lead</li> </ul>	<ul style="list-style-type: none"> <li>1) Autumn 2018</li> <li>2) Autumn 2018</li> <li>3) Spring 2019</li> </ul>	<ul style="list-style-type: none"> <li>1) Sep 2018 – SWOT – conducted with all staff during inset day.</li> <li>2) CPD needs documented.</li> <li>3) Completion of these takes place every term.</li> <li>4) This process has started e.g. cross federations visits organised, external training opportunities sought etc...</li> <li>5) Introduction of White Rose Maths, Maths Mastery, Kent scheme of work for Science, class</li> </ul>



		<ul style="list-style-type: none"> <li>9) Carry out teacher and parent questionnaires.</li> <li>10) Outline clear expectations in terms of support for SEND children.</li> <li>11) Ongoing training for staff related to SEND issues.</li> </ul>			<p>teachers attend training for DPiL units. Pupil progress meetings each half term.</p> <ul style="list-style-type: none"> <li>7) Training courses organised for Art, assessment, Literacy, Maths Mastery.</li> <li>8) DHT from RPS due start coaching selected DKH teachers.</li> <li>9) Due to be sent out in Autumn term and Spring term.</li> <li>10) Staff INSET on 4<sup>th</sup> September 2018.</li> <li>11) Staff meetings planned for 30<sup>th</sup> January and 6<sup>th</sup> February 2019.</li> </ul> <p>Fortnightly training for support staff organised predominately focused around supporting SEN pupils.</p>
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<p>Improve access to information</p>	<p>To improve the user friendliness of a variety of media available for parents and children.</p>	<ol style="list-style-type: none"> <li>1) HoS / EHT to organise information evenings to talk about concerns or suggestions that parents might have to improve the school.</li> <li>2) Run a range of parent workshops for e.g. phonics, curriculum subjects, SEN and SALT.</li> <li>3) Run parent workshop to support the transition process for year 6 parents.</li> <li>4) Support EHT to ensure that the website is up to date and inform parents of activities and progress of the school via school newsletters.</li> <li>5) Review the SEN information report ensuring it is up to date and includes additional information regarding the Local Offer and types of SEN needs.</li> <li>6) Organise for LA representatives to hold a Workshop explaining what is on offer to support parents.</li> <li>7) Extend the school's website to include useful educational links to support home learning.</li> </ol>	<ol style="list-style-type: none"> <li>1) HoS/EHT</li> <li>2) Inclusion Lead/ Teachers</li> <li>3) Inclusion Lead/Upper KS2 Phase Leader</li> <li>4) HoS</li> <li>5) Inclusion Lead</li> <li>6) Inclusion Lead</li> <li>7) Subject co-ordinaters/SLT</li> </ol>		<ol style="list-style-type: none"> <li>1) Two have taken place within the last year.</li> <li>2) SEND workshops organised for Spring term. Reception phonics workshops took place during Autumn term 1. Nursery phonic workshop planned for Spring term 1. Communication and maths workshop planned for Spring term 1 &amp; 2.</li> <li>3) These occur in the summer term each academic year.</li> <li>4) School website regularly updated by ICT lead – weekly time out of class to facilitate this.</li> <li>5) SEND report revised in October 2018.</li> <li>6) To be actioned.</li> <li>7) To be actioned.</li> </ol>
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