

West Coker Primary School



Equality and Diversity Policy

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Approved by the Governing Body of West Coker Primary School in May 2021

Executive Headteacher.....

Chair of Governors.....

Proposed Date of Future Review May 2022

West Coker Cof E VC Primary School Policy for Equality & Diversity

From the School Ethos Statement: “The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.”

At West Coker C of E VC Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Having regard to the legislation relating to equality, ranging from the Sex Discrimination Act 1975 to the Equality Act 2006, the School will endeavour on all occasions to ensure that it complies with the duties set out in the various acts.

Categories of discrimination are:

Direct discrimination: Is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

Indirect Discrimination: In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is unless it can be justified for reasons unrelated to the characteristic in question.

(An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

Victimisation – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

Harassment – unwanted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

THE ACTION THE SCHOOL NEEDS TO TAKE - EMPLOYMENT

Taken together, the collective effect of legislation relating to equality is that the School must not discriminate in the employment of staff on grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief* or age. With regard to

disability, the School must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

* There are some limited exceptions for staff in faith schools, guidance regarding which is available in the Governors' Guide to the Law. Briefly, at foundation and voluntary controlled schools with a religious character, the governing body may take into account any candidate's suitability and ability to preserve and develop the religious character of the school.

ACTION THE SCHOOL NEEDS TO TAKE – DISCRIMINATION WITH REGARD TO PUPILS

The School must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this.

- Schools with a religious character may give priority in admissions to applicants who are of their faith.
- The school curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- Schools must not discriminate on grounds of sexual orientation in terms of employment of staff. Regulations are expected to be made shortly which will cover discrimination against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates.

Schools must not discriminate on grounds of age in terms of employment of staff but age discrimination legislation does not apply to the treatment of pupils or the delivery of education.

DUTY TO PROMOTE EQUALITY

Race

The School is under a duty to promote equality of opportunity and to promote good relations between persons of a different race and nationality. For this reason it is developing a Race Equality Policy which identifies the action to be taken to tackle discrimination and to promote equality and good race relations across the whole area of school activity. (Appendix A)

There is also a duty to assess and monitor the impact of policies on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups. When children of different racial groups attend the School, such steps as are reasonably practicable will be taken to publish the results of the monitoring on an annual basis.

Ofsted will inspect and report on whether the School is meeting the general and specific duties.

All schools and educational establishments are required to record racist incidents and to report them to the local authority on a regular basis.

Disability

The School is under a duty, when carrying out its functions, to have regard to the need to:

- promote equality of opportunity between disabled and other people;
- eliminate discrimination and harassment; promote positive attitudes to disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The School must publish a Disability Equality Policy. The policy is required to show how the school is meeting its general duty to promote disability equality across all of its areas of responsibility. (Appendix B)

Gender (sex)

From April 2007, schools have a general duty to promote equality of opportunity between men and women (including boys and girls) and a specific duty to publish a Gender Equality Policy showing how the school intends to fulfil the general and specific duties. The School has produced such a policy and will revise and review the plan every 3 years and report on progress annually. (Appendix D)

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

Accessibility

The school has produced an Accessibility Plan which will ensure all adults and children have access they need in a format they need, to information, the curriculum and the school buildings. (Appendix H)

Appendix A

West Coker CofE VC Primary School

RACE EQUALITY AND RACIAL HARASSMENT POLICY

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards 'Learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;
- creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone within our school community to gain a positive self image and high self esteem;
- promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly;
- monitoring racist incidents and recording them in a designated file (Bullying and Racial Incidents) kept in the Headteacher's office;
- monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

ROLES AND RESPONSIBILITIES

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied

by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Governors

The governing body of the school has agreed this policy and will assess and monitor the impact of this policy through regular review.

The Governing Body will receive regular reports from the Headteacher and other school staff, as part of the Headteacher's report to Governors.

Headteacher

The Headteacher will demonstrate through their personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy.

The Headteacher will assess and monitor the impact of the policy through monitoring both lessons and break time incidents. This role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Where additional funding is available for raising the achievement of minority ethnic pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will learn to treat each other with respect and report incidents of a racial nature to an adult.

COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the school

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has procedures for dealing with racial harassment which clearly set out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school will develop strategies for tackling differences in the attainment and progress of particular ethnic and other groups.
- Targets will be set for individual pupils by ethnicity, so teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the underachievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys in particular.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.

- The school makes full use of the resources available within its local minority ethnic communities, including visits to places of worship, and visits to the school to talk to pupils by representatives of local ethnic groups.

Guidelines on working with pupils who have English as an Additional Language

(EAL)

The school recognises and values Bilingualism.

- The language and learning needs of black and bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.
- The school will explore a broad range of other media e.g. Computer software, the internet, audio and video tapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There are established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to The Education Department on request.

Admissions and transfer procedures

- Somerset Education Authority will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.

- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school has active links with minority ethnic community groups.
- The school encourages community groups to use its facilities for after school activities and for holiday policies.

MONITORING THE RACE EQUALITY AND RACIAL HARASSMENT POLICY

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment, we will collect information about pupils' performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion

- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- Highlight any differences between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data.
- Take action to make improvements.

Assessing the impact of policies

As a school we will assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

Appendix B

West Coker CofE VC Primary School DISABILITY EQUALITY POLICY

Introduction

West Coker School welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and,
- take steps to meet disabled people's needs, even if this involves treating disabled people more favourably than other people.

How we are involving disabled people in the development of our policy

Users of the school premises are largely confined to the staff, pupils, parents and carers, governors, occasional visitors and tradesmen and members of the local community.

We send out separate questionnaires to staff, parents and carers, and members of the village as well as including a number of questions for pupils in a pupil / parent survey. (Appendices E, F, G)

We will address key issues and barriers as far as is practicable as identified by the users of our school.

We will also draw on consultation carried out by Somerset County Council and other local organisations (eg The Parish Plan). In addition, we will take note of common themes from national research.

Our action plan

We will produce a disability equality action plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty.

Our proposed Accessibility Plan will outline the steps we are taking to improve:

- Curriculum access
- Provision of information
- Physical access

Our Accessibility Plan (Appendix H) will be maintained as a separate document to this and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Policy (Appendix C).

Reporting

We will report regularly about the progress we make on promoting equality of opportunity for disabled people. Our report will include details of:

- Information we have gathered
- How this information was used
- Action points completed to date and those that are ongoing.

We will ensure that disabled people are involved in this process as appropriate.

Appendix C

West Coker Church of England VC Primary School

DISABILITY EQUALITY

ACTION PLAN 2010 - 2013

ACTION REQUIRED	Name	Target date	Evidence	Review
Collecting, collating and reviewing information on disabilities and adjustments required for pupils & parents/carers	Head & Office	Ongoing	Surveys sent out periodically	
Review and conduct impact assessments of policies and procedures	Staff & Governors	Ongoing	Revised policies and procedures	
Promoting awareness and positive attitudes to disabled children and adults	Whole school	Ongoing	Notes of meetings, visits and assemblies; books and posters	
Establishing access to the school premises: approach County Surveyor.	Governors & Head	Ongoing	Legal Status established Publicity.	
Monitor the efficiency of whiteboards to ensure accessibility for all pupils	Governors' Buildings Committee	Ongoing	Install new projectors/ whiteboards as necessary	
Carry out annual audit of the premises to ensure that any modifications required are implemented.	Premises committee	Annual	All areas accessed safely	
Make ongoing evaluations of resources to ensure all current pupils' needs are met.	SENCO and staff	Ongoing	Appropriate resources enable all children to access the curriculum according to their needs	

Appendix D

West Coker CofE VC Primary School

Gender Equality Policy

This Gender Equality Policy forms part of the Equality and Diversity Policy of West Coker CofE VC School.

The School acknowledges its general responsibilities under the Gender Equality Duty to eliminate unlawful sex discrimination and harassment, and to promote equality of opportunity between men and women, girls and boys. (see SD Act 1975 and Equal Pay Act 1970)

Objectives (Pupils)

In order to promote gender equality and eliminate discrimination we will:

- Ensure that all girls and boys in the school enjoy equal access to the fullest range of experiences and educational opportunities possible, and that stereotypes that limit expectations and aspirations of children are avoided.
- Ensure that gender discrimination and promotion of stereotyping does not occur in the curriculum or in the attitudes of staff or pupils
- Evaluate all resources to ensure that their content avoids negative stereotypes and promotes positive role models and a positive image of opportunities in education

Objectives (Staff)

The School will ensure that:

- In the area of recruitment and retention of staff, all applicants will be treated equally and fairly with no gender bias within the advert, application forms or interview process
- All job applicants and existing members of staff will be treated equally and fairly in all matters of selection, promotion, training and professional development
- There is full awareness of, and regard made to, the Equal Pay Act

Monitoring

In order to effectively monitor this policy we will:

- Undertake regular gender-based monitoring of pupils and staff
- Develop and review our arrangements for the collection of information and data pertaining to gender issues in the curriculum
- Include questions on Gender Equality objectives in the Annual Parent and Pupil Survey, and evaluate answers

- Communicate the aspirations of the Policy to members of the school community as appropriate
- Require the Governing Body to review this Policy at least every three years
- Ensure that the Policy and its implications form part of the arrangements for the performance monitoring of staff
- Ensure that staff and governors receive regular training and up-dating on relevant gender-related issues

Appendix E

West Coker CofE VC Primary School – Questionnaire for parents/carers with disabilities

Dear Parent/Carer

As you may be aware, the Disability Equality Duty has come into force and places important duties on schools. All schools are now under a duty to:

- promote equality of opportunity between people with disabilities and other people;
- stop unlawful discrimination;
- stop harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards people with disabilities;
- encourage people with disabilities to participate in public life; and,
- take steps to take account of peoples' disabilities, even where that involves treating them more favourably than other people.

To help achieve these aims, all schools must produce and publish a Disability Equality Policy. In addition, the policy must include a statement about the way in which people with disabilities have been involved in the development of the policy. We are therefore asking all parents/ carers who consider themselves to have a disability to help us by completing this questionnaire. If you could spare the time to do this, we would be very grateful.

Yours sincerely

Richard Culham
Executive Headteacher

1. Do you consider that you have a disability e.g. mobility difficulties, hearing or sight impairments, a long-term illness etc?

2. Are there any ways in which our school currently makes it difficult for you to participate in school life (for example to come into the school or to read information)?

3. Are there any ways in which the school could make it easier for you to participate in school life (for example to come into the school or to read information)?

4. Do you have any other ideas about ways in which the school could carry out any of the duties listed in the letter above?

5. Are there any other ways in which you think the school should/could involve disabled people in the creation of our Disability Equality Policy?

Name (optional):

Please return this questionnaire to school by.....

Appendix F

Questionnaire for West Coker's Community Members and users of the West Coker CofE VC Primary School Building

We are interested in making our school more user-friendly, and would like to find out whether the buildings and grounds prevent people with disabilities from participating in activities at the school.

We would, therefore, be very grateful if you could spare a few minutes to complete and return our questionnaire.

1. Do you currently visit the school on any occasion?
2. Are there any ways in which you currently find it difficult to make full use of our school facilities (for example to come into the school or to read information)?
3. Are there any ways in which the school could help you to make full use of our school facilities?
4. Do you consider that you have a disability e.g. mobility difficulties, hearing or sight impairments, a long-term illness etc?
5. Would you be interested in taking part in a consultation process to help us to improve accessibility? This would not involve you in interminable meetings but would be a great help to the staff and governors!

Name and contact details (optional):

Please return this questionnaire to either the school or to West Coker Post Office preferably by

Appendix G

Letter to Members of Staff

Dear Member of Staff

We are assembling a Disability Equality Policy* for West Coker CofE VC Primary School. To help provide us with the information to do this, we have sent out a questionnaire to parents / carers, pupils and members of our local community who may visit the school on various occasions. I would now like to ask for your information, advice and expertise.

I would particularly like to find out if any staff feel that they have a disability**, whether there are any barriers within the school environment that may adversely affect them, and what remedies we may be able to find. Even if you do not consider yourself to have any form of disability, you may be well placed to identify aspects of the school environment (the building, grounds, or issues related to teaching) which may cause difficulties for others.

If you feel that you can help, please jot down your comments (anonymously if you prefer) on the reverse of this page and return it to me by.....

With many thanks,

Richard Culham
Executive Headteacher

*There is a General Duty to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment

**The definition of disability includes a wide range of impairments including: cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, and people with mental health conditions or learning difficulties / disabilities.

West Coker CofE VC Primary School Accessibility Plan

Curriculum

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	1) Children with Statements, School Action Plus or School Action access the curriculum at the appropriate level 2) Address Speech, Language and Communication Needs	Children with SEN have Individual Education Plans including support from Teaching Assistants as appropriate. Teachers differentiate the curriculum to ensure pupils can access it at their own level. SLCN training for all staff Review resources for SLCN	Children with SEN make expected progress, or better, in their learning.	Ongoing	
Medium Term	Monitor the efficiency of whiteboards to ensure accessibility for all pupils	Up-grade projectors/ whiteboards as required. Install blinds. Re-wire lighting switches to isolate specific areas. Select appropriate background colour according to children's visual requirements.	All children able to access IWB	Ongoing	
Long Term	Review and revise curriculum	Skills-based, creative, relevant and engaging. Chris Quigley training	Children enjoy their learning and make expected, or better progress across the curriculum	Ongoing / annual	

INFORMATION

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Website available for parents to access website – to include events, newsletters, Freedom of Information Document and Privacy Policy. Main policies uploaded - Child Protection, Behaviour, Equality & Diversity, SEN, Health & Safety	Training for staff Written info to parents re SLP	Website being used by staff and parents	Ongoing	
Medium Term	Policies available online as they are reviewed or created Access for Governors and PTFA	Website updated Info/training for Governors and PTFA	Website being used by Governors and PTFA	Ongoing	
Long Term	Review how information is shared – use of emails/website for newsletters Parental access of own child(ren)'s data	Survey for parents to identify preferences Info evening to share SLP with parents	All parents receive communication in mode best suited to them Parents using Website to access information about own child(ren).	Ongoing	

PREMISES

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term					
Medium Term	Carry out annual audit of the premises to ensure that any modifications required are implemented.	Undertake modifications as required	Children and parents have ease of access to all areas of school wherever and as far as practicable	Ongoing / annual	
Long Term	Identify possible projects that would improve access.				

Review date: May 2022