

# **Christ Church C of E Primary School**

Learning, developing and growing together into the people that God intends us to become.

## **Equalities and Community Cohesion Policy (including the Accessibility Plan)**

Written November 2016, review November 2017

Under the Equality Act 2010, there are specific duties to publish information about our school population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. Please see Appendix 8 for objectives.

### **The school community**

At Christ Church School 65% of our school community is made up of families from ethnic groups other than White British. 28% of pupils have a first language other than English. The ethnic mix of new admissions has increased each year over the last 5 years reflecting the changing community that the school serves. The majority of schools across the UK, at least 80%, have a lower percentage of pupils from ethnic minority groups and at least 80% have a lower percentage of pupils with a first language other than English. We are conscious of the need to value the cultural heritage of these children and heighten all children's awareness of the vast cultural richness and diversity in our society. Opportunities are made to enrich the experience of all children through learning about the cultures of families within and beyond the school community to widen their knowledge and understanding.

### **Guiding principles**

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles:

#### Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, family circumstances, national origin or national status,
- whichever their gender.

#### Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made,
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised,
- gender, so that the different needs and experiences of girls and boys, women and men are recognised,
- socio-economic circumstances, so that adjustments are made according to needs arising from different family situations

### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people,
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents,
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

### Principle 4: Policies and procedures should benefit all employees and potential employees.

We intend that all employees should have equal opportunities in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whichever their gender.

### Principle 5: We aim to identify, reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by identifying, reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people,
- people of different ethnic, cultural and religious backgrounds,
- girls and boys, women and men.
- children in different family circumstances

### Principle 6: We consult widely

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. Focus groups of children are held annually to talk about how access to our school and the curriculum could be improved for those with disability. Their comments are included in Appendix 6. A disability accessibility audit is carried out every 3 years as outlined in Appendix 7 and the results are published in Appendix 8.

When consulting, we involve:

- disabled people as well as non-disabled,
- people from a range of ethnic, cultural and religious backgrounds,
- both women and men, and girls and boys
- including proactively approaching families in different circumstances who might not otherwise contribute

### Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled,
- people of a wide range of ethnic, cultural and religious backgrounds,
- both women and men, girls and boys
- children in different socio-economic or family circumstances

## **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles stated above.

## **Ethos and organisation**

We ensure that the principles stated above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment,
- learners' personal development, welfare and well-being,
- teaching styles and strategies,
- admissions and attendance,
- staff recruitment, retention and professional development,
- care, guidance and support,
- behaviour, discipline and exclusions,
- working in partnership with parents, carers and guardians,
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs,
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum,
- prejudices reflecting sexism and homophobia.

Prejudice-related incidents should be referred to the leadership group who assess record and deal with incidents.

## **Roles and responsibilities**

### Governing body

The Governors are responsible for making sure that the school complies with the range of legal duties listed in appendix A.

There is a governor responsible for Inclusion and Community Cohesion who ensures that this policy and related procedures are implemented.

### Head Teacher

The head teacher is responsible for:

- making sure that the Equalities and Community Cohesion Policy is readily available and that governors, staff, pupils, parents and guardians know about it;
- making sure that the Equalities and Community Cohesion Policy and its procedures are followed in school and during school activities outside of school;
- considering the views of pupils, parents and staff on the effectiveness of the Equalities and Community Cohesion policy, both informally and through more formal means such as questionnaires;
- producing, annually, information for staff and governors about the policy and how it is working;
- ensuring that staff receive training on the policy, if necessary;
- making sure that all staff know their responsibilities (see below) and receive training and support in carrying out these responsibilities; and
- Taking appropriate action/ensuring that staff take appropriate action in cases of racial harassment and racial discrimination.

### All staff

All staff are responsible for:

- dealing with any incidents involving discrimination on the basis of class, gender, race, disability or creed;
- reporting, in accordance with this policy, incidents of racism.
- recognising and tackling bias and stereotyping;
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, gender, colour, nationality, ethnic or national origins;
- ensure that all children are positively encouraged to participate fully in all learning activities including play;
- taking up training and learning opportunities, both in school and out of school, on discrimination;
- delivering an inclusive curriculum within which all ethnic groups can feel valued and within which inequalities are addressed; and
- supporting pupils in their class for whom English is an additional language.

### Visitors

Visitors are required to follow this policy in all their dealings with the school.

### The Ethnic Minority Achievement coordinator

The EMA coordinator is responsible for supporting teachers to deliver an inclusive curriculum which promotes awareness and acknowledgement of our diverse society.

### The Leadership Group

The Leadership Group are responsible for:

- regularly monitoring and assessing the policy's effectiveness and practice on a day to day basis;
- analysing statistical information on the performance of pupils by ethnic group and gender and reporting back to the Governors, as appropriate;
- maintaining a Racial Incidents Folder;
- reporting information on racial incidents (minus names) to the Governing body. This information will also be made available to interested parties through the minutes of the Governing Body;
- evaluating the effectiveness of our policy as part of an Annual Review process linked to the SIP (see below).

## **Monitoring and evaluation**

The effectiveness of the policy is reviewed annually by the Equalities Group. This covers the following:

- Checking that all pupils achieve as much as they can, and get the most from what is on offer on the basis of their individual needs.
- Identify groups of pupils who are not achieving as much as they can and find out why these pupils are not achieving. (Target tracker and Class profiles)
- Make sure that school policies are not having an adverse impact on pupils, parents or staff of particular gender, disability, religion or racial group.
- Be able to explain any differences in achievement and check that the explanations justified (for example, they may be justified on non-racial grounds, such as English Language difficulties).
- Check that each relevant policy includes aims to deal with differences (or possible differences) in pupils' attainments between racial groups. Check that the policies aims lead to action to deal with any differences that have been identified (for example extra support for pupils or steps to prevent racist bullying)
- Evaluate what the school is doing to;
  - Prepare pupils for living in a multi-ethnic society
  - Promote race equality and harmony

- And prevent or deal with racism
- Decide on any changes the school needs to make to relevant policies, their aims, and any related targets and strategies.

The Equalities and Community Cohesion governor reviews progress on this policy as part of the annual equalities monitoring.

As a result of annual monitoring, where relevant, objectives set are included in the school 'Equalities and Community Cohesion Plan'. These can be found in appendix 9 of this policy. These include

- Equality objectives
- Accessibility Plan objectives
- Community cohesion objectives

## Appendix 1: Legal duties

- The governors are responsible for making sure that the school complies with duties under the Equality Act 2010 which replaces all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

*Note - The three existing general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity will be combined into a single duty extending to all of the protected characteristics. However, this change will not come into effect until at least April 2011 so until that time governors are responsible for making sure that the school complies with duties under the existing equality legislation of the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.*

- The governors are responsible for making sure that the school complies with the duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.
- Summaries of our legal obligations are provided in Appendix 2.

## **Appendix 2: Legislation on Equality and Diversity**

### **A guide for the action that maintained schools need to take to comply with equality and diversity legislation**

#### **This guidance**

Schools have a number of responsibilities and duties under legislation relating to equality and diversity. Legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment.

This guidance provides an overview of that legislation and what it means for schools, as well as advice on where to obtain more information. It recognises that most schools are firmly committed to equality and diversity, and offers advice on practical steps needed to comply with legislation and work through the existing framework established through the New Relationship With Schools.

Appendixes 3 and 4 respectively provide links to relevant legislation and to more detailed guidance on the issues covered in this document.

#### **Background**

Schools, as a matter of course, do a great deal to promote a positive and welcoming culture and ensure that all children and young people in their care are safe and are supported to fulfil their potential. There is now a significant amount of legislation relating to equality which is being brought under one act. The Equality Act 2010 replaces all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Schools, like any other organisation, need to ensure they comply with this legislation.

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities. This guidance sets out as simply as possible what schools need to do to ensure compliance. It suggests steps schools can take to minimise the additional work required to demonstrate they are meeting their legal obligations in respect of equal opportunities.

#### **Definitions of Discrimination**

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

##### Direct discrimination

This 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

This, 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 placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question, e.g. 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.

## **Actions schools need to take**

### Employment

The effect of legislation relating to equality is that schools must not discriminate in the employment of staff on grounds of gender, transsexual status<sup>1</sup>, race, disability, sexual orientation<sup>2</sup>, religion or belief<sup>3</sup> or age<sup>4</sup>. With regard to disability, schools 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.

### Discrimination with regard to pupils

Schools must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief<sup>5</sup>. 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.

- Single sex schools may of course discriminate on grounds of sex with regard to admissions, and schools with a religious character may give priority in admissions to applicants who are of their faith.
- 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.

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<sup>1</sup> Including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment.

<sup>2</sup> Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.

<sup>3</sup> There are some limited exceptions for staff in faith schools, guidance regarding which is available in the Governors' Guide to the Law (see appendix D). 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. At voluntary aided schools with a religious character, the governing body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school.

<sup>4</sup> In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

<sup>5</sup> The requirement not to discriminate on grounds of religion or belief is expected to come into effect from April 2007. Regulations are also planned which will prohibit discrimination against pupils or potential pupils on grounds of sexual orientation (and see footnote 2 above).



## Duty to promote equality

### *Race*

Schools are under a duty to promote equality of opportunity and to promote good relations between persons of a different race and nationality. This will be through this equality policy, which identifies action to be taken to tackle discrimination and to promote equality and good race relations across the whole area of school activity.

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. Such steps as are reasonably practicable should be taken to publish annually the results of the monitoring. Ofsted will inspect and report on whether schools are meeting the general and specific duties.

All schools and educational establishments are required to record racist incidents.

### *Disability*

Schools are under a duty, when carrying out their 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; and
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The school is required to show how it is meeting its general duty to promote disability equality across all of its areas of responsibility.

### *Gender (sex)*

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 Scheme showing how the school intends to fulfil the general and specific duties. Schools must revise and review the plan every 3 years and report on progress annually.

Protection against discrimination is now extended to pupils who are pregnant or undergoing gender reassignment.

### Promotion and Monitoring

As set out briefly above, schools are under a number of duties through legislation on equality to promote and monitor equality and discrimination, including gathering specified evidence and publishing plans. Taken together, the requirements are to:

- Produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity. More detailed guidance for schools on how to produce such a policy is available from the Commission for Racial Equality (see appendix 4).
- Assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually (see the Commission for Racial Equality's guidance for further detail on this).
- Record racist incidents
- Publish a disability equality scheme showing how the school is meeting its general duty to promote disability equality across all its areas of responsibility. Advice on what should be contained in this scheme, and outline plans, can be found in the guidance Promoting Disability Equality in Schools (see appendix 4). This includes our Accessibility Plan which is designed to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and improve the availability of accessible information to disabled pupils.
- Publish a Gender Equality Scheme showing how the school intends to fulfil its general and specific duties, such as setting out gender equality objectives. Schools must revise and review this plan every 3 years and report on progress annually. Further advice and information can be obtained from the Equal Opportunities Commission (see appendix 4).

To minimise the burden created by the need to complete these important plans, the school produces a single 'Equalities and Community Cohesion Plan' covering all of the plans set out above and this is set out in appendix

### Appendix 3: Key Legislation

*(Please note legislation made prior to 1988 is not available online)*

Area	Legislation
Equality	The Equality Act 2010
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006

## **Appendix 4: Where to find more detailed guidance**

### **Cross-cutting**

- DFE including the archived Teachernet – information and advice on equality issues
- Governors Guide to the Law (chapter 11)

### **Gender (sex)**

- The Equal Opportunities Commission – advice on the Gender Equality Duty
- The Women and Equality Unit

### **Gender reassignment**

- A Guide to the Sex Discrimination (Gender Reassignment) Regulations 1999

### **Race**

- Commission for Racial Equality – guidance for schools on the race equality duty
- Recording and Reporting Racist Incidents Guidance

### **Disability**

- Promoting Disability Equality in Schools
- Disability Rights Commission

### **Sexual orientation**

- Advisory, Conciliation and Arbitration Service (ACAS)

### **Religion or belief**

- Advisory, Conciliation and Arbitration Service (ACAS)

### **Age**

- Advisory, Conciliation and Arbitration Service (ACAS)
- Age Positive

## **Appendix 5: What do we understand by “disability”?**

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all children with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all children with long-term impairments, which have a significant impact on their day-to-day activities.

### **Christ Church School uses the “social model” of disability:**

Christ Church School “recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole”

Therefore, we use the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled children may or may not have special educational needs. We recognise that social, educational and behavioural difficulties are part of this definition.

## **Appendix 6: Child Discussions about Disability at Christ Church School November 2015**

### **KS1**

**A mixed group of KS 1 children interviewed including some with disability or family members with disability.** *Boy 1 (WBRI), Boy 2 (WBRI), Boy 3 (Other black background), Girl 1 (WBRI), Girl 2 (white and Asian), Girl 3 (WBRI)*

**KS 1 children were not aware of the term 'disability' however they were able to talk about certain disabilities when this term was explained to them. They were able to talk about people who are blind – linking it to their recent learning in class.**

Boy 1 – it could be about people we can't see

Boy 3 – We have been learning blind people last week

Girl 2 – we learnt the brail alphabet

Boy 1 – we sold cakes for people who are blind to help them

Girl 2 – there are some people that have to wear things in their ears to help them to hear

Girl 1 – people need wheelchairs to move sometimes.

**They were also aware of people outside of school (in their family) who might have a disability. Their comments linked to older members of the family that need support by equipment or other people**

Boy 3 – my Grandma – she can't walk. She has a walking stick to help her

Girl 3 – my nanny is blind and she needs glasses to help her to walk.

Boy 1 – My Grandma who can't walk properly and my great great grandmother who struggled to walk too (she has a wheelchair to help her)

**They had noticed a couple of children in the school community with disability:**

Girl 2 – there is a girl, C in Year 6. She has learning disabilities and has lots of people to help her

Boy 1 – I've seen a child with a 'thing' in their ear. Is that to help them to hear?

**They knew that you needed to be kind to disabled people by helping to look after them. They were positive about disability and generally kind and supportive to disabled people at our school.**

Girl 3 – yes because they cannot do everything so we look after them

Girl 1 – yes because we are nice to C and she is a play leader for us.

Boy 3 – Yes. We can help them at Christ Church as we are a friendly school

### **KS2**

**A mixed group of KS 2 children interviewed including some with disability or family members with disability.**

*(YEAR3) Boy 1 (WBRI), Boy 2 (other black background), Boy 3 (WBRI – hearing impairment) Girl 1 (white and Asian), Girl 2 (WBRI), Girl 3 (other mixed background) (YEAR 6) Boy 7 (Indian), Boy 8 (Black African), Boy 9 (WBRI), Girl 7 (WBRI – hearing impairment), Girl 8 (WBRI), Girl 9 (Black Caribbean)*

**Children at KS 2, especially in year 6, had a good understanding of disability. The Year 6 children were able to very clearly talk about different types of disability that they might have seen in their lives.**

Girl 1 – Yes, it means that people have problems.

Girl 3 – Problem with the part of their body like their legs and they can't walk properly

Girl 1 – or problems with their brain.

Boy 3 – or they have a problem with their eyes or someone who can't speak.

Boy 1 – you might not be able to hear – this means you are deaf

Boy 2 – they might not be able to talk properly

Girl 8 – it could be a mental disability (like dyslexia where it can affect your writing) or a physical disability (where it might affect things like your walking)

Boy 9 – it can have an impact on places that they might go to or the things that they could do

Girl 8 – some people with a disability might need other people to help them to achieve things or things (equipment) to help them.

Boy 7 – a disability can affect your job and the things that you want to do in life – for instance you might want to be a chef but would struggle to be one because you might have a problem with your arms so you cannot hold knives properly etc.

Boy 8 – it might be that people have problems communicating and will find it hard to go about their life.

**KS 2 Children were extremely perceptive about other children in school who had disabilities. They recognised the children were disadvantaged and demonstrated an understanding of the difficulties that these children face because of their disabilities. They were even able to talk about how they try hard to think about the reasons to why they are different to work out how best to help them. Children in Year 3 were aware of children that were around their age that might have a disability.**

Boy 1 – There is a boy called H who needs a wheelchair sometimes

Girl 1- J has a disability with his brain

Girl 1 – A who used to come to this school had a disability

Boy 7 – there is a boy in year 2, H, who needs a wheelchair at times because his legs are not as strong as others. But he doesn't need it all the time.

Girl 8 – there is a girl called A who seems to struggle with managing her emotions so sometimes she reacts oddly to what people say and she needs an adult to help her

Girl 9 – we have C in our class who we know has had a difficult life and she only joined Christ Church since Year 3. She is making really good progress this year though and staying in class much more but she does need a lot of help to behave in the right way and do her learning.

Boy 9 – there was a boy here last year called A and he had problems communicating to adults and his friends.

Boy 8 – there was a boy in my sisters class (D) who had autism and he went to a particular school after Christ Church to help him with his learning.

Girl 7 – me! I wear 2 hearing aids to help me hear all the things going on in the classroom and at home

Boy 7 – R in our class has a problem with his arm and he often needs help to do things like PE or writing things down on paper.

**Mostly children felt that other children were really kind and provided evidence that children at Christ Church School are supportive and friendly to each other. Some named specific children who particularly stood out for their care attention for their more vulnerable peers. Children also reported that there were a few children who made fun of children with a disability.**

Boy 2 – (nods) yes. H needs a special chair to help him get to the table.

Boy 1 – yes, we are kind to them and help them

Girl 3 – we are kind to them and that helps them to be happy

Girl 2 – yes we are nice to them because we know that everyone is different

Boy 1 – people always need help and sometimes we have to help certain people more – we do that a lot at school.

Girl 8 – we have assemblies on thinking about other people and this helps the whole school to understand certain people and their needs.

Boy 8 – yes we are – we try to think about why they are behaving like they are but we might need teachers to remind us at times

Girl 7 – we are really kind at this school and really want to make sure people are happy and feel safe.

Boy 7 – Christ Church is a really caring school and we treat everyone with respect here. We try not to stare at those that have a disability.

**Children were inclined to think that disabled children were well supported as we are a kind and respectful school.**

**In terms of any improvements that could be made to support those with disability, older children suggested there should be more help given to play leaders for how to help children in the playground and more resources that could be used:**

Girl 3 – yes we could make sure we help them play the same games as us

Girl 1 – we could do a charity sale to help raise funds – like year 1 did before the holiday

Girl 3 – making sure that you include them with your games – finding a different game to play with them.

Boy 2 – making sure they can get to everywhere in the school – all classrooms and playground

Boy 1 – make sure the play leaders know about children who might need more help.

Girl 7 – more ramps to help people like H

Girl 7 – more games to play with them as play leaders

Boy 8 – the lift to be put in and only used when needed – not for fun

Boy 7 – I agree we need more games (with resources or ideas) for what to play with them at lunch times

Boy 9 – to train the play leaders to make sure they know about particular children that they can help

**KS 1 children struggled to think of things that we could do other than one child:**

Boy 3 - we could give them medicine.



## Appendix 7: Disability Accessibility Scheme Questionnaire and Equality audit:

This questionnaire is designed to elicit your views about how Christ Church Primary School meets your individual needs. It is being carried out as part of our review under the Equalities Act 2010.

I am a member of staff \_\_\_\_\_ [ ]

I am a parent \_\_\_\_\_ [ ]

I am a governor \_\_\_\_\_ [ ]

Are you substantially affected by a disability in one of the following capacities? (please tick any / all which apply)

Mobility \_\_\_\_\_ [ ]

Physical Co-ordination \_\_\_\_\_ [ ]

Manual Dexterity \_\_\_\_\_ [ ]

Continence / Incontinence \_\_\_\_\_ [ ]

Ability to lift, move, carry everyday items \_\_\_\_\_ [ ]

Speech / hearing impairment / sight impairment (other than corrected by prescribed corrective glasses / lenses) \_\_\_\_\_ [ ]

Memory or ability to learn, concentrate or understand \_\_\_\_\_ [ ]

Perception of risk \_\_\_\_\_ [ ]

Long term medical needs e.g. diabetes or epilepsy \_\_\_\_\_ [ ]

Mental Health (including diagnosed eating disorder and depression) \_\_\_\_\_ [ ]

Other (please specify) \_\_\_\_\_ [ ]

*Other may include: Asthma; Diabetes; Cancer recovery; Disfigurement; Lack of limbs; Sickle cell; Short stature; Gross Obesity; Significant Dyslexia; Epilepsy; Autism; ADHD diagnosed; Non-Verbal (non-speaking in school or work); living with someone with a dependency (drug, alcohol)*

Are there any issues for you in interacting with the school in relation to your gender, race, religion, or disability?

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How does the school currently meet your needs?

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Are there situations which you currently find difficult?

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In what ways could the school help you further?

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Please let the office know if you would like to be involved in reviewing our Equality statement.

## Appendix 8: Disability Audit

### Disabled Children in Our school updated Nov 15

<b>Class</b>	<b>Number of Children With Disability under DDA 2005</b>
R	5
1	13
2	12
3	5
4	6
5	5
6	4

The Head Teacher, SENCO and class teachers keep a comprehensive list of the children who are classed as disabled and the potential difficulties which they may face. Their needs are reviewed each term through ASPs and Class Progress reviews.

### Staff in Our School

*Audit is carried out every 3 years – due November 2017*

9 members of staff responded to the questionnaire in 2014 of whom 2 were affected by disability

<b>Category</b>	<b>Number of Staff</b>
Medical	0
Asthma	1
Other: mental health	1
None	7

### Governors in our School

*Audit is carried out every 3 years – due November 2017*

2 governors replied to the questionnaire in 2014 none were affected by disability.

<b>Category</b>	<b>Number of Governors</b>
None	2

### Parents of Children in our School

*Audit is carried out every 3 years – due November 2017*

20 parent replies (in most cases representing two adults) were received to the questionnaire in November 2014 of whom 3 are affected by disability.

<b>Category</b>	<b>Number of Parent responses</b>
Hearing Impairment	2
Mobility	0
Mental Health	0
Long Term Medical – not specified	0
Asthma	0
Other: Emotional Needs	0
Other: Memory or ability to learn, concentrate or understand	0
Other: Living with someone with alcohol dependency and depression	1

## Appendix 9: Equalities and Community Cohesion Plan - September 2016

Actions below were agreed in an extensive analysis of the equalities data by the HT, DHT and a governor. The actions are outlined for those areas where monitoring identified a need for action.

### Actions SEND analysis

SEND targets and provision are adjusted termly following ASP reviews.

- EHCP to be applied for over the Spring Term for 1 pupil in Year 2
- SEND booster support in Year 2 and Year 6 next year. Possibly Year 3 as well.
- EP assessment for 1 child in Year 1
- Support in class – joint - for 1 pupil in Year 1 that did not make expected progress and was only under SALT
- Increase support for Year 2 pupil for 1:1 support for 3 hours a week and joint support for 7 hours
- Increase support for 1 pupil in Year 5 to support through SATs – Specialist Dyslexia time to continue
- EP assessment for 1 pupil in Year 4 who has been a slow mover. Increase support for this pupil for Year 5.
- Appraisal targets for certain TAs to focus around phonics development
- Continue to meet with HT post progress reviews to assess and evaluate the support that has been put in place and if it is having the impact we hope for.
- Continue to monitor Year 3 Booster TAs to support intervention groups
- Monitoring of PIT language groups – progress assessments for the group

### Actions - Gender achievement analysis

- Teachers challenged to continue to promote a love of literature and writing for boys. *Anecdotally the increase in the use of 'talk for writing' strategies seem to be enabling the boys to write with more confidence perhaps because it gives them a framework for structuring their thinking. Class progress data indicates that boys' attainment in writing is as good as or better than girls in 4 classes compared to girls having higher attainment in writing in all classes last year.*
- Talk for writing to be further developed through CPD and staff will be made aware of the gender issue.
- All teachers have been made aware of their class progress and attainment profile. Teachers have identified children who have not made enough progress given their starting points and these children are targeted.

### Actions Pupil Premium Children achievement analysis

- Pupil Premium pupils remain a focus for attention in progress reviews so that steps are taken where necessary to provide additional support.
- Pupil premium children are also having targeted support and are being tracked by the Pupil Premium coordinator.
- Where good progress has not been made by Pupil Premium Pupils, further intervention has been planned for September 2016.

### Actions as a result of EAL, Ethnicity data analysis

- EAL support is tailored to focus on particular issues mostly liked to be reading or writing development as their main area of need. Intervention has been reviewed for each child and adjusted as necessary. THE HLTA delivering support is to change the provision as necessary during the year according to the progress made by the children, and ask for extra support for children if needed.

#### **Actions as a result of enrichment monitoring**

- Ensure teachers are aware of and challenged to think about the gender discrepancy in identification of ability in maths and English.

#### **Actions as a result of monitoring attendance**

- Class teachers to routinely speak to parents about absence and lateness as this strategy is most effective in bringing about change.
- For key pupils, classroom staff to ring home every day the child is absent without good cause as this has made a significant difference to key pupils.

#### ***On-going actions around attendance include***

- Leadership and office staff to continue to work with hard to engage families, making them welcome even when late, and supporting where possible.
- Discussions with parents encouraging them to bring children in if at all possible. This year discussions included for example
  - Supporting a Y1 parent whose child suffered from reflux and consequently was regularly sick in the mornings to bring him into school and reassuring her that if he was really unwell we would call her.
  - Where a child needed an NG tube for period ensuring staff were trained and able to assist him with feeding and supporting and preparing both him and the pupils in school to make sure that his transition back into school was possible. He settled happily after the first day and continued happily in school until the tube was removed.
  - Where a child has an appointment encouraging parents to bring them before or after if possible.
  - Where bad weather makes journeys difficult encouraging them to bring them in later rather than not at all.
  - Where a parent is unwell encouraging them to seek support from other parents with travel to and from school
- On-going actions include:
  - Register data entered onto MIS on weekly basis
  - Letters and or texts sent to parents of pupils where no reason has been given for absence on weekly basis
  - Follow up letters and texts sent within 2 weeks if no reply given to initial communication
  - letters sent to all pupils with less than 90% attendance without good reason
  - Letters set to all pupils with lateness
  - Teachers talking to parents regularly about attendance matters and the impact on their child's learning. This has been found to be more effective in some cases that a letter from the HT.
  - Advising parents on alternative and possibly quicker routes to school.
  - Liaison with parents via meetings and telephone to encourage/support attendance
  - Referral to EWO if necessary

- Absence authorised only exceptional circumstances such as funerals or weddings.

**Actions as a result of monitoring engagement in extended schools activities.**

- If there are sufficient funds continue to ensure PP children benefit from extended schools provision. Ensure that parents are made aware that this is an option.
- Continue to encourage and support children to break through the traditional gender barriers in some sports.

**Actions as a result of the disability accessibility monitoring**

- School to be continue to be proactive about booking a BSL signer for assemblies, church services and information sessions for parents.
- Supply scripts for assemblies and services where possible.
- Make sure play leaders know who needs support and what sort of support.
- The school should make sure that understanding of disability is part of PSHE particularly for classes without children with disability.
- Disability awareness assembly to be booked each year
- Ensure that signer is booked for parents evening appointments and for class assemblies. In addition contact parents about sports days or special events or discussion groups that they may wish to attend but would find difficult without a signer of BSL to support.