

The Michael Syddall CE (Aided) Primary School

Single Equality Scheme 2020

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

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

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

OFSTED inspection may include the school's accessibility plan as part of their review.

School Mission Statement

Michael Syddall C of E Aided School is a learning community within which everyone can flourish and children are equipped to step into their future with hope, courage and perseverance. Our community is built upon the values of respect, kindness, trust, forgiveness and friendship. Inspired by the Christian Faith, we encourage everyone to embrace life in all its fullness.

We value the abilities of all our children, and are committed to providing, for each pupil, the best possible environment for learning. We recognise that many children may have additional educational needs at some time during their school life. In implementing this policy, we believe children will be helped to overcome their difficulties. We are inclusive, strive to provide the very best for our pupils, we value and include everyone from our local community and beyond.

Equality Objectives

- Eliminate discrimination and promote equality of opportunity
- Eliminate harassment related to any aspect of social identity or diversity
- Promote positive attitudes to all aspects of social identity and diversity
- Increase participation in ranging activities by all individuals particularly pupils who are vulnerable
- Narrow any gaps in performance from any disadvantage groups/individuals
- Increase awareness, understanding and empathy between religious groups
- Address and eliminate any incidents/misconceptions relating to any specific groups including homophobic/race/gender/stereotypical/traveller/religious
- Reduce exclusion as far as possible

Indicators of progress towards meeting objectives

Everyone feels welcomed, included and valued evident in comments from pupils, parents and visitors.

KS2 Pupil

'Teachers and children are always there for you if you have a problem or are new to school. They always help you and include everyone. They always motivate people to want to join in with new things.'

KS1 Pupil

'Our ideas are listened to in lessons and we have a choice at things.'

Parent

'The way my child was integrated in to the school at such a late stage in the year was wonderful! Excellent staff.'

Staff

'Our school is a diverse community which accepts staff and children from all backgrounds. From my experience teaching at a prior school, it is apparent that Michael Syddall goes above and beyond to make staff and children feel welcome and valued in all areas of school life. The opportunities that are offered to all mean that everyone can get involved, no matter what the activity, it will be adapted to suit everyone so that no one misses out. When I think about the diverse needs within our school, they wouldn't be noticeable unless you were told because of the integration within the classroom and the understanding nature of all of our pupils and staff.'

NYCC Adviser

'You look at the state of some parts of this building and parents still choose to send their children here and I can see why, the atmosphere and ethos speaks volumes.'

NYCC SEND Adviser *'I love your approach, no glass ceilings,'* with reference to overcoming barriers to SEND for specific pupils.

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme

School (current July 2020)	
Number on roll	204
% Service Families	21.1% (43 families)
% EAL	3.4% (7)
% Children SEND	23% (47)
% Boys	52% (106)
% Girls	48% (98)
Service	29.9% (61)
Ever Service	3.4% (7)
FSM	17.6% (36)
F6	19.6% (40)
Total	37.2% (76)
CLA	0.5% (1)
Total Pupil Premium	60% (104)
Travelers	0% (0)
Mobility rate	In%
2016/17	32%
2017/18	26%
2018/19	28%
Current mobility (Sept19-July 20)	25%
Family Backgrounds	British, (89.2%) Polish, (0.5%) Russian, (0.5%) Fijian (2%) Caribbean (1%) German (0.5%) White Asian (1%) Other (3.8%) Not disclosed (1.5%)

We believe in working together with staff, pupils, parents and the village community to make this school the best that it can be for our pupils. We want all pupils to be excited, inspired and enjoy learning. We strive to work in partnership with parents/carers to provide the very best in education, to nurture all pupils to reach their potential as an individual. We want all our pupils to become successful learners, confident individuals and responsible citizens. At The Michael Syddall Cof E (Aided) Primary School, our curriculum is based upon shared aims which put our children at the heart of the curriculum, recognising their role as citizens of the world.

- Catterick Village offers a mixed catchment of private housing, council and housing association properties.
- The school has a transient population, consisting of service families, a small number of travelling community families and a small percentage of children whose first language is not English.
- Previously our school had been considered 'trickle posting' in terms of Service families – however with significant rebasing within the MOD, mobility over the last few academic years has been considerably more frequent and involving a higher proportion of our pupils.
- Mobility impacts on attainment, progress and outcomes for pupils, resulting in challenging circumstances to achieve National standards.
- Another impacting fact can be some of these pupils come from a completely different education system and this is another challenge we strive to overcome.

- We face challenges engaging and interacting with parents and carers on educational matters. We recognise this may be due to their own personal educational experiences.
- 10% of children have involvement from social or prevention services due to external influences which impact on their social and emotional development and effect their learning and progress in school.
- There have been a considerable number of staff changes over the last few years

School Provision

CPD The school ensures relevant training takes place to allow us to meet all pupils needs including aspects of equality and diversity:

- Safeguarding
- Restrictive Physical Intervention
- Restorative practice techniques
- Prevent
- FGM
- Safer recruitment (for Leaders and appointed governors)
- Training in specific medical needs as and when required
- Training for specific learning/physical/emotional/social needs
- Wellbeing and mental health training – including COMPASS BUZZ/REACH
- Internal training – eg SEND, PHSE, SEMH

Reasonable adjustments

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

Reasonable Adjustments will be made as a matter of course, in partnership and with thorough communication with pupils, parents and specialist support, when required. Reasonable adjustments can be medical procedures/requirements, physical adaptations/access into school, presenting information in particular formats (including translation into another language, print size, colour of paper, how communicated)

Examples of reasonable adjustments we make:

- personalised timetable for pupil(s)
- task board to organise their day
- non attendance at events/assemblies as too stressful
- different entrance/exit to school
- adaptations to behaviour policy

Any adjustments made will be in agreement with school, parents and above the pupil and will be specific to them and therefore this is not an exhaustive list. Any adjustments will be recorded on IPM and pen portrait.

Individual Needs Pupils with specific needs will have provision maps/inclusion passports/medical plans as appropriate, these are written in partnership with pupils and parents/carers.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. Aspects such as attendance, exclusions, participation in after school activities, evidence from pupil/parent voice, engagement are evaluated. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will: (HT/DHT)

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.
- maintain and share with all the staff those vulnerable pupils and how their needs will be met;
- Ensure the specific needs of staff members are addressed;
- Gather and analyse the information on outcomes of vulnerable pupils and staff;
- Monitor the response to reported incidents of a discriminatory nature.
- Maintain and share with all the staff those vulnerable pupils and how their needs will be met;
- Gather and analyse the information on outcomes of vulnerable pupils and staff;
- Monitor the response to reported incidents of a discriminatory nature.
- details of the governor responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

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

Pupils

- Approach and approachability of HT/DHT
- Growing Up in North Yorkshire Pupil Survey
- School council
- Circle time – ethos with classes creates a open culture for honest discussions

- Through PSHE structured lessons
- Pupil conferencing/ 1to1 by HT/DHT
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;

Staff

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.
- Exit interviews with staff
- Meetings with union representatives when required

Parents and the community

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- We pride ourselves on an open door policy, parents/carers readily approach matters with the leadership of the school.
- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Acknowledge and communicate to parents/carers their support and working in partnership is crucial to their child's progress.
- Feedback through the Governing Body / PTA meetings
- Feedback through questionnaires/consultations throughout the year.

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. (5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus, school website.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Contact us

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

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

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

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

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

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf



The Michael Syddall CE (Aided) Equality Action Plan

KEY ISSUE
<p>Improving access to the curriculum:</p> <p>Success criteria</p> <ul style="list-style-type: none"> - Raised confidence of staff in strategies for differentiation and increased pupil participation. - All staff aware of individual pupils' access needs. - All children able to access PE and disabled children more able to excel in sports. - Gradual introduction of disability/equality issues into curriculum - PSHE - Disabled children confident and able to participate equally in out of school activities

Actions to achieve the success criteria	Persons responsible	Start date	Finish/review date	Costs borne by the school	Monitoring	Notes on progress
<p>Increase confidence of staff in differentiating the curriculum.</p> <p>a. Undertake audit of staff training needs on curriculum access, b. Assign staff meeting to training identified e.g. dyslexia, differentiation, alternative recording.</p>	SENCo/HT	Autumn 2020	July 2021	Staff meeting allocated time	Designated Governor and HT	
<p>Ensure all staff are aware of all children's curriculum access needs. (eg disabilities, visual/hearing impairment, language)</p> <p>a. Set up system of individual access plans b. Set up system for information to be shared with appropriate staff.</p>	SENCo/HT	Autumn 2020	July 2021	Staff meeting allocated time	Designated Governor and HT	
<p>Review PE Curriculum to make PE accessible to all.</p> <p>a. Gather information in accessible PE and Disability Sports b. Make any adaptations to PE curriculum to take account of all abilities/needs c. Build staff confidence in delivering PE to all.</p>	PE subject leader SENDco/HT	Autumn 2020	July 2021	Leadership time Staff meeting time	Designated Governor and HT	Linked to Accessibility Plan
<p>Develop pupil awareness of disability/equality.</p> <p>a. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address disability equality issues.</p>	PSHE subject leader/ SENDco/HT	Autumn 2020	July 2021	Leadership time Staff meeting time	Designated Governor and HT	
<p>Ensure disabled children participate equally in after school, lunch time activities and school trips.</p> <p>a. Survey participation in clubs at lunch and after school by disabled children. b. Organise additional activities for pupils.</p>	PE subject leader SENDco/HT	Autumn 2020	July 2021	Leadership time/ clubs	Designated Governor and HT	

