



St Andrew's Methodist Primary School

EQUALITY SCHEME

2025 -2028

Headteacher Anne Barker

Date: 13.01.25

Chair/Vice Chair of Governing Board

Date Approved

Date of Next Review: January 2028

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

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1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the revised single Equalities Scheme for St Andrew's Methodist Primary School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected

characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Anne Barker Signed..... Date: 13.01.25

Signed by Chair of Governors

Margaret Hughes Signed..... Date.....

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To further these aims, the school will choose and publish equality objectives.

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#)

3. School Values, Ethos/Mission Statement

The governors and staff at St Andrew's Methodist Primary School are committed to diversity and equality in our school. This is reflected in our school's Christian vision, '**Striving for excellence, together as one with God.**' This is based on Corinthians chapter 12.

'Truly, God put the parts in the body as he wanted them. He made a place for each one of them. And so there are many parts, but only one body. All of you together are the body of Christ.'

This vision statement flows into the school's mission statement.

'St. Andrew's is a Methodist Controlled Primary School. We provide an excellent education in a Christian context from a firm Christian base. Although our roots lie in Methodism we welcome children of different religions and cultural backgrounds. We are committed to the highest achievement possible for the children in our charge and, in working with children, we welcome the partnership with parents and the local authority and involvement in the local community. We aim to teach, support and encourage each other recognising and developing the gifts God has given us all.'

This Equality Scheme reflects our ambition to have diversity and equality at the heart of our work, and outlines the activities which will deliver this. This policy reflects the guidance, action and commitment that the Church of England is taking to eradicate any homophobic, biphobic and transphobic stereotyping and bullying that takes place in our schools ('Valuing all God's Children 2019').

Equality of opportunity and social inclusion issues will ensure that our school community can truly benefit from and contribute to the improvements we are making, which will bring long-term and positive benefits to the school. Therefore the school's Equality Scheme will require ownership by Governors, senior leaders, all staff, the school community and the pupils in order to succeed.

4. School Profile

School Context:

St Andrew's Methodist Primary School is situated in the town of Little Hulton in the City of Salford and has 240 pupils on roll, aged between 3 and 11.

- This is an average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils with SEND support is above the national average.
- An above average proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families.
- The proportion with an Education Health Care Plan (EHCP) is above average.
- The proportion of pupils with English as an additional language (EAL) is average.
- The school regularly exceeds the local and national average for pupils' attainment and progress.

- The school is a proud holder of the Rainbow Flag award, Bronze Right's Respecting Schools award and Global Neighbours award.
- In this average sized primary school the large majority of pupils are White British. There are however, a small number, 17%, of pupils with English as an additional language. At 30%, the percentage of pupils known to be eligible for free school meals is above the national average, reflecting an above average level of social deprivation in the area. The number of pupils with SEN support is above average at 30%. The number with an EHCP is above the national average. Attainment on entry to the school is well below age-related expectations.
- There are currently 11 children with an EHCP. This number is expected to continue to rise. Numbers of children with SEND and complex needs are rising. There are currently 30% on SEND register.
- Currently, no pupils are looked after by the Local Authority.
- The Index Deprivation indicates that the number of pupils with a high 'deprivation score' is above local and national averages. Crime statistics and Child Protection Records in school, indicate rising levels of drug and alcohol abuse and domestic violence in homes.
- There is an equal number of females and males in the school.
- Six children have disabilities including cerebral palsy, spina-bifida, heart conditions, arthrogyriposis, syringomyelia and hearing impairment. The large majority of children consider themselves to be Christian. A small number of children profess to be of a religion other than Christian.
- 74% children are identified as white British. 26% are identified as non-white British. In 2024, 83% children spoke English as a first language.
- The staff, at the time of writing this document, includes two men and 34 women. The age of staff members ranges between 29 and 65 years. Christians form the main religious group in school. One member of staff is a Muslim. No members of staff have currently described themselves as having no religion. More than half the staff are currently married, the remainder are single or divorced. The vast majority of staff have children and there are currently two members of staff on maternity leave. There are no members of staff with a disability.
- The Governing Body, at the time of writing this document, has four men and eight women. It includes representatives from the Methodist Church. One member of the governing body is aged between 70 and 80.
- 30% pupils are eligible for free school meals
- 29% children have SEN support.
- 3% children have an EHC Plan.

In order to meet our equality objectives it's important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

2024 Attainment- (compared by gender)

- The percentage of boys achieving a good level of development at the end of Reception class was higher than girls.
- The percentage of boys achieving the expected level in the Y1 phonics assessment was higher than girls.
- The percentage of girls achieving the expected level in reading, writing and maths at the end of Key Stage 2 was higher than the boys.

2024 Attainment- (compared by disadvantage)

- The percentage of disadvantaged children achieving a good level of development at the end of Reception class was higher than the local average and national.

- The percentage of disadvantaged pupils achieving the expected level in the Y1 phonics assessment was lower than the local and national average.
- 50% of disadvantaged pupils achieved the expected standard or above in reading at the end of KS2. This was below local and national figures.
- 50% of disadvantaged pupils achieved the expected standard or above in writing at the end of KS2. This was just below local and national figures.
- 33% of disadvantaged pupils achieved the expected standard or above in mathematics at the end of KS2. This was below local and national figures

2024 Attainment- (compared by race)

- The percentage of other than white British pupils achieving a good level of development at the end of Reception class was more or less in line with local and national averages.
- The percentage of other than white pupils achieving the expected level in the Y1 phonics assessment was lower than local and national averages.
- The percentage of other than white British pupils achieving the expected level and above in reading, writing and maths combined at the end of Key Stage 2 was just below white British pupils.

5. Equalities Objectives

Having outlined our school's current strengths and challenges, we have identified the following four priority areas, which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified these objectives based on the contextual information above.

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| Date objectives agreed with Governors | 20 th January 2025 at a meeting of the full governing board |
| Progress reviewed (to be done annually) | January 2026 |
| Date next review due | January 2027 |
| Final review date | January 2028 |

Our Equality Objectives, as agreed with our Governing Board are:

1. To narrow the gap between boys and girls attainment.
2. To ensure that all children identified with SEND make expected or better progress against key starting points.
3. To raise awareness of how all are equal and valued through global learning and achieving the Silver Rights Respecting Schools Award.
4. To continue to promote positive attitudes towards the elderly and people with disabilities.

| Annual Review of Progress January 2025 | | | |
|--|---|--|-----------|
| Objective 1 | Steps being taken | Evidence of progress | By |
| To narrow the gap between boys and girls attainment. | Monitor progress termly | Assessment data | July 25 |
| | Target groups in infants | Workbooks and tracking data | July 25 |
| | | | |
| Objective 2 | Steps being taken | Evidence of progress | By |
| Ensure all children identified with SEND make expected or better progress. | Intervention groups | IEP books | July 25 |
| | Tacking and data analysis | I tracker | Termly |
| | SENDCO training for SLT | New to SENDCO training attended SENDCO conference | Spring 25 |
| | Monitoring and review of IEPs with parents. | Parent consultations SENDCO meetings | Termly |
| Objective 3 | Steps being taken | Evidence of progress | By |
| Achieve the Silver Rights Respecting Schools Award | Staff briefed trained on criteria. | Staff meeting- Jan 2025 | Jan 25 |
| | DHT leading on initiative | DHT attending online training | March 25 |
| | Pupil rights group involvement. | | July 25 |
| | Keep governors informed. | Governors briefed spring 2025 | March 25 |
| Annual Review of Progress January 2026 | | | |
| Objective 1 | Steps being taken | Evidence of progress | By |
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| Objective 2 | Steps being taken | Evidence of progress | By |
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| Objective 3 | Steps being taken | Evidence of progress | By |
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6. Accessibility Action Plan (Appendix 1)

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increase accessibility of our school environment.

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

7. Community Impact Assessments

We ensure we have due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions when making any significant decisions.

8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them
- Empowerment of pupils, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies
- Pupil involvement in debates about change
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity
- Rich learning experiences about human rights inside and outside of the classroom

10. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes;

- questionnaires to parents, staff, other professionals
- full Governing Board discussions/consultation
- discussions/consultation with pupil groups eg; The pupil rights group and worship committee

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Equality Scheme

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme annually
- evaluate, review and update the objectives at least every 4 years
- report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary

- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan
- evaluate and review this scheme regularly

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development 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 improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- 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 Equality Scheme
- be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

13. Annual Report and Review

Each year the school will publish an annual report outlining how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives and community impact assessments. It will be an opportunity for the school to showcase its good practice.

14. Information, Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact school business manager, Mrs L Bews. St Andrew's Methodist Primary School, Prescott St, Little Hulton, M28 0ZA, 01617903194.

Appendix 1

St Andrew's Methodist Primary School Accessibility Plan 2021 -2024 'Striving for Excellence- together as one with God'

St Andrew's Methodist Primary is a one form entry, smaller than average size primary school with 235 pupils on roll (February 2023).

Overall aim

Our school vision reflects our commitment to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The purpose of the plan is to:

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

Legislation and guidance

At St. Andrew's Methodist Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about

the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Special Educational Needs and/or Disabilities (SEND)

This document meets the requirements of the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the SEND Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Improving access to the physical environment of the school

Currently, the school site comprises of:

- One building built on one level.
- Four playground areas
- Sports field
- A multi-use games pitch
- An outdoor gym
- A Peace Garden
- Two car parks

Access to the school site is via Prescott St. There is a one way roundabout system at the beginning and end of the school day to help maintain a steady flow of traffic and reduce the risk of accidents. Limited parking is available on Prescott St for use each day. The school works with parents and carers, community users and local residents to consider accessibility to the school site for normal school days, for out of school activities such as fundraising/social events, and after school activities. The school site can be accessed by two pedestrian gates and two vehicular access gates. Within the grounds there are a further two pedestrian gates (to nursery and KS1 yard). Accessible footpaths lead from the gates to all buildings. The school grounds are fully accessible for all with the majority of doors having ramps/levelled off and being wide enough for wheelchair access.

Buildings

All buildings comply with H&S regulations and have emergency lighting and evacuation procedures in place.

Toilets

There is one disabled toilet situated in the main building. This toilet has a changing bed.

Main building internal doors

All fire doors are fitted with self-closers and where remedial action is required these are on a schedule of work prioritised based on what is reasonably practicable.

Main building school hall

Access to the school hall is via three separate internal double doors. There are two points of external access to the school hall, both of which are accessible.

Car Parking

The school currently has 1 disabled parking space situated directly outside the main office.

Actions Required 2021-24

| Action | By Whom | Time Scale | Success Criteria |
|---|---|-----------------------|---|
| Continue to carry out routine checks to ensure all exterior and interior access routes are free from obstruction. | Site manager H&S governor HT SBM | On going | All pupils, staff, parents and carers and visitors have full access to all areas of the school site |
| To fund a ramp and widened doors to UKS2 area of school to allow access from the KS2 playground to Upper KS2 classrooms | HT SBM Buildings committee | Academic year 2021-22 | Wheelchairs can access upper KS2 classrooms from the KS2 playground. |

Improving access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through school self-evaluation and Continuous Professional Development, we aim to meet every child's needs within an inclusive curriculum. It is a core value of the school that all pupils are able to participate fully in the broader life of the school.

Actions Required 2021-24

| Action | By Whom | Time Scale | Success Criteria |
|---|----------------------------------|------------|--|
| Teachers and support staff to use, <i>and receive training in</i> , a range of inclusive strategies to enable effective differentiation for all pupils. Ensure all staff CPD training meets pupil's physical needs In continually developing the curriculum, ensure that activities are accessible for all and supported with | HT/SLT SENDCO Teachers/TAs | On going | Monitoring of T+L , data and pupil voice indicate that inclusion is paramount and impacts on standards for all. |
| | External agencies | On going | Multi agencies support staff in their CPD e:g Anaphylactic shock, Diabetes training, Epilepsy training Team teaching training. |
| | HT Teachers/TAs SENDCO | On going | |
| | Teachers | Ongoing | All pupils have full access to the |

| | | | |
|---|--------------------------------------|---------|--|
| appropriate and differentiated resources Ensure classrooms are optimally organized to promote the participation and independence of all pupils Ensure venues and means of transport for educational trips and visits are vetted for suitability | EVC Co-ordinator (VK) Teachers | Ongoing | curriculum through Visual /Audio/ Kinesthetic learning aids All pupils can participate in curriculum activities All pupils are able to access all school trips and take part in a range of activities. |
|---|--------------------------------------|---------|--|

Further developing information sharing

The school uses a range of methods to share information within its community:

Information for pupils

- Pupil Rights Group
- Daily worship/assemblies
- Written marking comments and directions in books and on screen
- Verbal instructions, teaching and feedback
- Reward certificates , stickers etc
- Wall displays, written and pictorial
- Discussions, question and answer activities

Information for parents and carers

- Signage around the school site
- Half-termly Newsletters
- Emails
- School website/Twitter
- Policies and guidance (via the website and paper copies if requested)
- Pupil progress meetings in Autumn and Spring
- End of year academic reports
- SEND review meetings
- Reading/Writing/Maths workshops

Information for community partners

- Foundation governors
- School diary information
- School policies and guidance (via the website and paper copies if requested)

As the school's demographic evolves and becomes more diverse, it is important for the school to accommodate a wide variety of needs in order to provide inclusivity.

Actions Required 2021-24

| Action | By Whom | Time Scale | Success Criteria |
|--------|---------|------------|------------------|
|--------|---------|------------|------------------|

| | | | |
|--|--|--|---|
| <p>Further develop existing provision to support pupils with a range of learning difficulties (SEND/EAL) and parents with social and emotional issues</p> <p>Consult with parents, carers about the quality of information sharing they access Make available school brochures, school newsletters and other information for parents in alternative formats</p> <p>Improve the delivery of information to pupils with a disability (Large print, braille, pictorial or symbolic representations)</p> | <p>SENCO, Psychologist Teachers, HT EMTAS Early Help</p> <p>HT School Administrator</p> <p>HT</p> <p>SBM</p> <p>SM</p> | <p>Ed</p> <p>On going</p> <p>Annual questionnaire (Autumn)</p> <p>On going</p> | <p>Children with EHCP or IEP to have needs met</p> <p>Key information sharing including national curriculum, upcoming diary dates and PTA/Parent Council updates are known by all the school community through a range of approaches Delivery of information for those with visual difficulties improved</p> <p>Pupils/parents with visual impairment will have improved communication around the school site</p> |
|--|--|--|---|