St Augustine’s Catholic Primary School
Equality Plan

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1. St Augustine’s Mission statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine’s School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God’s love.

When God’s love enters our hearts, we grow in wisdom and understanding.

2. Equal Opportunities Policy

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

• the uniqueness of the individual
  We believe that every person is a unique individual, created in God’s image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

• the search for excellence
  We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

• the education of the whole person
  We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

• the education of all
  We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged. We are committed to promoting community cohesion.

• moral principles
  Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.
Consequently, we will strive to ensure that:
• any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
• children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
• all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

3. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child’s education;
Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school’s Behaviour For Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Augustine’s Catholic Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability and sexual orientation are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality
Act (2006). St Augustine’s will meet the general duties through the implementation of the policies set out below

5a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. It should be read in conjunction with St Augustine’s Race Equality Policy (Appendix A).

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

5b. Disability

This section should be read in conjunction with the school’s SEND & inclusion Policy (Appendix B), Disability Equality Policy (Appendix C) and the Accessibility Action Plan (Appendix D).

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’. The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.
Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

5c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. This section should be read in conjunction with the Gender Equality Policy (Appendix E)

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.
5d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

6. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents’ meetings and parent governors;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children’s attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

7. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child’s socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher’s role to implement the school’s Equality Plan and s/he is supported by the governing body in doing so.
It is the headteacher’s role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school’s Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil’s individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Behaviour Manager where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: ‘any incident which is perceived to be racist by the victim or any other person’.
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:

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Incident
↓
Member of staff to investigate further (if incident reported) or challenge behaviour immediately. Incident reported to Behaviour Manager/Headteacher
↓
Response to victim and family  Response to perpetrator and family
↓
Action taken to address issue with year gp/ school if necessary e.g. through circle time/assembly
↓
Incident recorded in Incident Book. Incidents to be reported to Governing Body and LA on a termly basis
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9. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils’ learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the plan

We will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Signed:

Date:

Review date
Appendix A

ST AUGUSTINE’S CATHOLIC PRIMARY SCHOOL

Race Equality Policy

Central to everything we do at St. Augustine’s is our Mission Statement. It recognises the dignity and worth of its members and has as its ideal a community where the Gospel values of love and tolerance are promoted and where all forms of behaviour are directed towards this ideal.

Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine’s School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God’s love.

When God’s love enters our hearts, we grow in wisdom and understanding.

Background

At St Augustine’s Primary we have a responsibility under the Race Relations Act, 1976 and the Race Relations (Amendment) Act 2000 to promote race equality.

We must act fairly at all times and ensure that acceptable standards of behaviour are employed. All children must be treated fairly and – by this we mean providing equal chances for all children while respecting people’s differences. It is about identifying and challenging practices such as unequal access to opportunities for learning, racial harassment and negative stereotyping and promoting access to learning and achievement for all. Discrimination on grounds of race and colour is both unacceptable and illegal. It is imperative that as a school we take individual and collective responsibility to address it.

Definition of a Racist Incident
A racist incident can be termed as “any incident which is perceived to be racist by the victim or any other person.”
Our commitments:

We are committed to taking account of the diversity of the population of the school and promoting equal opportunities for everyone. We will always challenge institutional racism (the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.). We will work to make sure that the school environment is free from any discrimination and we will treat all pupils, staff and parents fairly, consistently and with respect. We will provide services in a way that is appropriate to each person.

Employment
A service that values the many different backgrounds of its employees will attract talented people from the widest range of backgrounds. We are committed to achieving equal opportunities and respecting people’s differences.

National Curriculum
We will ensure that due weight will be attached to the National Curriculum thereby “preparing all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.” (NC 2000) We will strive to ensure that the culture and the ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Monitoring our policy:
The Race Equality Policy will be reviewed annually by the Head Teacher & Curriculum Committee of the Governing Body.

Monitoring by Ethnicity
St Augustine’s School recognises ethnic monitoring as essential to ensure that minority ethnic pupils are not being disadvantaged, and that monitoring leads to action planning, target setting and pupil tracking. The school information system (SIMS) allows for monitoring by ethnic grouping.

The Schools Annual Report breaks down assessment at the end of the Foundation stage, KS1 and KS2 and identifies attainment by ethnic groupings.

We will monitor:
- Attainment
- Racist incidents and actions taken
- Exclusions
Publishing the results of monitoring.
Monitoring of Racial Equality and the effectiveness of the Racial Equality Policy will be reported to the Governing Body as an appendix to the Head Teachers report to Governors using template documents from the LA and reported findings from monitoring.

Publishing of data will adhere to LA guidance and advice and will not name individual children. (See Hammersmith and Fulham Guidance on dealing with racist incidents).

What we are trying to achieve:

We aim to create an environment where students are valued, can achieve their potential and develop their personal identities. Broad outcomes of what we are trying to achieve include:
- elimination of discrimination and prejudice
- a school community that will actively tackle racial discrimination and promote equal opportunities and good Race relations;
- encouragement, support and help for all pupils and staff to reach their full potential;
- a monitoring system whereby data and systems can be assessed and the impact on all ethnic/racial groups can be evaluated
- increased joint working with each other and the wider community in order to tackle racial discrimination and thereby promote and follow good practice and
- an assurance that the race equality policy and the relevant procedures will be adhered to

Responsibilities
People at different levels in the organisation carry different responsibilities:

**Governing body**
The governors are responsible for:
- making sure the school complies with the amended Race Relations Act 1976 (the Act) and the amendment to the act (2000); and
- making sure the race equality policy and its procedures are followed.
- Will endeavour where possible to ensure that the governing body reflects the culture diversity of the local community

**Head teacher**
The head teacher is responsible for:
- making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- making sure the race equality policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.

**All staff**
All staff are responsible for:
- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
• promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins;
• keeping up to date with the law on discrimination, and taking up training and learning opportunities.
• Making the policy and targets known to all teaching and ancillary staff, pupils and parents.
• Monitoring pupils by ethnic group (see Monitoring by Ethnicity).

Staff with specific responsibilities
• coordinating work on race equality within their area of responsibility, specifically EAL, SEN, assessment and curriculum co-ordinators; and
• dealing with reports of racist incidents, Behaviour Manager.

All Stakeholders, Visitors and Contractors
Stakeholders, Visitors and Contractors are responsible for:
• adhering to the principles and ethos of our Racial Equality Policy.

Race Equality training will be part of the induction & staff development programme for all teaching and ancillary staff, student teachers and governors.

Other related school policies
Racial equality is included as an explicit aim in all of the school’s policies. Specific documents include:
• Home School Agreement
• Behaviour
• Curriculum
• Teaching and Learning

Publishing the Policy.
A copy of the policy will be available in the school for people to read, if members of the school community would like their own copy of the policy they can request one.

Support will be offered for those people for whom English is a second language or need help in understanding the policy will be made available on request.

Breaches of the Policy.
The school will expect all stakeholders to adhere to the principles of this policy. Where breaches of the policy occur appropriate sanctions will be made through the appropriate channel e.g. behaviour policy for pupils, staff discipline policy, the complaints policy or the police.

Signed:

Date:

Review Date:
Appendix B

**St Augustine’s Catholic Primary School**

**SEND and Inclusion Policy**

Central to everything we do at St. Augustine’s is our Mission Statement. It recognises the dignity and worth of its members and has as its ideal a community where the Gospel values of love and tolerance are promoted and where all forms of behaviour are directed towards this ideal.

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**Introduction**

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of ‘life skills’ and instill life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

**Compliance**
The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school’s SENCO with the Senior Leadership Team, in liaison with school’s governing body, staff and parents of pupils with SEND. This reflects the importance we put on working in collaboration with all members of our school community in order to achieve the best outcomes for our pupils.

**ROLES AND RESPONSIBILITIES**

The SENCO at St Augustine’s Catholic School is Mr Gregory Biggs who is also the Assistant Headteacher, and responsible for meeting the medical needs of pupils.

The SEN Governor is Mrs Philippa O Driscoll, who is also the Governor with responsibility for Safeguarding.

The Safeguarding Officer in school and responsible for Looked After Children is Miss Mary Kelliher, the Headteacher.

**Aims and Objectives of this Policy**

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

**Management of SEND within School**
The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCO who has Qualified Teacher Status. The management of SEND is supported by the administration staff. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a Statement/Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants/Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for their deployment is pupil centred.

The SENCO is responsible for:
- overseeing the day-to-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers and support staff
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA’s support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for reporting to the Curriculum Committee (with responsibility for SEND) on the day-to-day management of SEN policy. Termly meetings will take place.

Identification and Assessment
We accept the principle that pupils’ needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014.
- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil’s progress
- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs
- the analysis of data, including EYFS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority or other external services SEN criteria
• The following up of teacher concerns (standing item on staff meeting agenda)
• following up parental concerns
• tracking individual pupil progress over time
• Information from previous schools on transfer
• Information from other services

Within a week of a concern being raised, the SENCO meets with the classteacher, discusses the needs of the pupil and decides on a plan of action eg placed on SEND Support List, referred to an external agency, internally assessed/screened. Any agreed actions are completed as quickly as possible, and parents are kept fully informed.

Children placed on the SEND Support List and not on a Statement/EHCP are monitored on a termly basis using the Access, Plan, Do, Review Action Plan, which is filled in by the classroom teacher and shared with parents.

Curriculum Access and Provision
In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs, and is always planned by the classteacher, with the support of the SENCO. A provision map records a graduated response to individuals.

The range of provision may include:
• in class support for small groups with an additional teacher, support teacher or Teaching Assistant (TA)/Learning Support Assistant LSA
• Small group withdrawal with support teacher or TA/LSA
• individual class support / individual withdrawal
• further differentiation of resources
• specific interventions eg Reading Catch Up
• Provision of alternative learning materials/ special equipment
• Group support
• Provision of additional adult time in devising interventions and monitoring their effectiveness
• Staff development/training to undertake more effective strategies
• Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

Monitoring Pupil Progress
Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:
• Narrows the attainment gap between pupil and peers
• Prevents the attainment gap widening
• Is equivalent to that of peers starting from the same baseline but less than the majority of peers
• Equals or improves upon the pupil’s previous rate of progress
• Ensures full curricular access
• Shows an improvement in self-help and social or personal skills
• Shows improvements in the pupil’s behaviour

Record Keeping
The school will record the steps taken to meet pupils’ individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil’s profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil’s own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Individual Education Plans (IEPs)
All pupils with Statements/EHCPs will have IEPs setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with a Statement/EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils’ progress will be recorded in IEPs including

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil’s needs. The IEP will be created through discussion with both the pupil and the parent or carer and specialist if appropriate e.g. Speech and Language Therapist.

Reviewing an IEPs
The class teacher will meet with parents/carers each term to discuss current IEP and review previous IEP. This will be done at either Open Days and/or a scheduled date (whichever date comes first and more appropriate with the individual case).

Code of Practice Graduated Response – SEND Support Action Plan
The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils’ needs (Assess, Plan, Do, Review). If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support List. The class teacher will remain responsible for planning and delivering individualised programmes using a SEND Support Action Plan. Parents will be closely informed of the action and results on a termly basis. A child may be taken off the SEND Support List if deemed appropriate by teacher. This does not restrict the child re-entering the SEND Support List in the future if required. External support services may advise on targets for the SEND Support Action Plan and provide
specialist inputs to the support process. SEND Support Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting SEND Support Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

**Request for Statutory Assessment**
The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past SEND Support Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil’s health and relevant medical history
- National Curriculum bandings.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

**Education, Care and Health Plans**
An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

**Reviews of an EHCP**
EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil’s parent
- The pupil if appropriate
- The relevant teacher and LSA
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

**The aim of the review will be to:**

- Assess the pupil’s progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil’s need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil’s performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

**Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. If you have an SEN issue you are invited to email Mr Gregory Biggs (SENCO) senco@staugustinesrc.lbhf.sch.uk

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services.
- involving parents in decision making as to how a pupil’s individual budget may be allocated to provide support for their child.

Involvement of Pupils
We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:
- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:
- Action Plan reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

Special Provision
The school has the following special facilities:
- Wheelchair access;
- Disabled toilet with hand rails;
- Blinds in classrooms to reduce glare.
- Ramps to outside doors to allow for wheelchair access.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Links with Education Support and Other Services
- Educational Psychologist
- School Nurse
- Speech and Language Therapy Service
- Community Health Services
- Family Localities Service
- Jack Tizard Outreach Service
- Queensmill Primary Outreach Service
- Teacher of the Deaf

INSET
In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training opportunities undertaken will be detailed in the Head teacher's report to governors each term.

Resources
The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.
Complaints
If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCO. The chair of governors may be involved if necessary.
Please see the school’s Complaints Procedure.

Review of the SEND Policy
The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This Policy was written June 2015
Most recent update July 2017
Signed by:

Head: Mary Kelliher

SENCO: Gregory Biggs

SEN Governor: Philippa O Driscoll
Appendix C

St Augustine’s Catholic Primary School

Policy on Disability Discrimination

Central to everything we do at St. Augustine’s is our Mission Statement. It recognises the dignity and worth of its members and has as its ideal a community where the Gospel values of love and tolerance are promoted and where all forms of behaviour are directed towards this ideal.

Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine’s School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God’s love.

When God’s love enters our hearts, we grow in wisdom and understanding.

1 Introduction

1.1 Our school's mission statement talks of appreciating the beauty and goodness of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.
1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

1.4 Our Disability Equality and Accessibility Action Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

2 What is disability?

2.1 The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3 Aims and objectives

3.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.

3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

4 Removing barriers

4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

4.3 The Disability Equality and Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

5 The physical environment

5.1 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts;
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
- furniture, by procuring rise-and-fall tables, sinks and ovens;
- information and communication technology, by selecting appropriate hardware and software, and by using minicomms;
- signage, by putting it in clear print.

6 The curriculum

6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.
6.3 Our library, reading books and other resources contain positive images of people with disabilities.

6.4 The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.

6.6 We seek and respond to guidance from the parents/carers and the children.

7 Information

7.1 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

7.2 We always take account of disabilities, be they the pupils’ or those of their parents or carers. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

8 Staffing

8.1 When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

8.2 Should a member of staff become disabled, the governing body will make reasonable adjustments to that person’s employment arrangements, or to the premises, in order to enable them to continue in post.

8.3 All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

8.4 This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social
workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

9 Health and safety

9.1 Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

9.2 The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

10 Policy into practice

10.1 The governing body is responsible for the school's duty not to discriminate.

10.2 A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

10.3 The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

10.4 All members of staff are fully committed to the policy of not discriminating against pupils, parents/carers or staff with disabilities.

10.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11 Monitoring

11.1 We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

11.2 We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.
11.3 Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

12 Monitoring and review

12.1 The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

12.2 The headteacher implements the school's disability non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

12.3 The headteacher reports to governors annually on matters regarding disability discrimination.

12.4 This policy will be reviewed at any time on a request from the governors, or at least once every two years.

Signed:

Date:

Review Date:
<table>
<thead>
<tr>
<th>Priority</th>
<th>Action Required</th>
<th>Resources</th>
<th>Monitoring/Lead</th>
<th>Timeframe</th>
<th>Goals Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enable participation by disabled pupils in all aspects of school life</td>
<td>Consider integration of disabled pupils into St Augustine’s including issues of premises, curriculum and staff training.</td>
<td>External advice from specialist agencies</td>
<td>SENCO/classteacher/LSA</td>
<td>Ongoing</td>
<td>A positive, productive induction into St Augustine’s for disabled pupils</td>
</tr>
<tr>
<td>All staff able to deal with emergencies</td>
<td>All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment</td>
<td>All staff.</td>
<td>HT</td>
<td>Ongoing</td>
<td>All staff are showing confidence and competence in dealing with emergencies and unforeseen developments</td>
</tr>
<tr>
<td>Monitor how well pupils with disabilities are achieving academically and socially</td>
<td>Monitor progress of pupils with disabilities.</td>
<td>Target Tracker</td>
<td>SLT/SENCO</td>
<td>Ongoing</td>
<td>Systems in place monitoring academic and social progression Parents/carers are involved in process.</td>
</tr>
<tr>
<td>All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement</td>
<td>All subject leaders monitor all programmes and resources to ensure they are fit for purpose.</td>
<td>Training</td>
<td>Subject Leaders SENC0</td>
<td>Ongoing</td>
<td>All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination.</td>
</tr>
<tr>
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<td></td>
<td>Teaching staff show competence and confidence in using different teaching and learning styles.</td>
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<td></td>
</tr>
<tr>
<td>All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities</td>
<td>All policies must be “live”, constantly updated and are the basis of good practice to meet changing needs, as required.</td>
<td>All staff</td>
<td>Governing Body SLC</td>
<td>Ongoing</td>
<td>All policies are updated in response to changing needs. Cohesive and robust polices promote a framework of current good practice.</td>
</tr>
<tr>
<td>Ensure all staff and stakeholders are aware of School Disability Equality Scheme Action Plan &amp; Access Plan</td>
<td>Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings. All new staff to be aware of plan through induction.</td>
<td>All staff and stakeholders</td>
<td>HT Governs</td>
<td>Ongoing</td>
<td>All staff and stakeholders are implementing plan.</td>
</tr>
<tr>
<td>Priority</td>
<td>Action Required</td>
<td>Resources</td>
<td>Monitoring/Lead</td>
<td>Timeframe</td>
<td>Goals Achieved</td>
</tr>
<tr>
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</tr>
<tr>
<td>Eliminate all discrimination and harassment of disabled pupils/stakeholders</td>
<td>Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed. New staff to be aware of plan through induction.</td>
<td>All staff</td>
<td>HT, All staff, Pupil s, Parents/carers</td>
<td>Ongoing.</td>
<td>Incidents of discrimination and harassment are zero.</td>
</tr>
<tr>
<td>Promote positive attitudes towards pupils and all others with disabilities</td>
<td>Celebrate and highlight key national/local events such as Paralympics,</td>
<td>Curriculum time Promotion of events</td>
<td>HT, SENCO, All staff</td>
<td>Ongoing</td>
<td>Pupils demonstrate that they understand and have a positive attitude towards disability.</td>
</tr>
<tr>
<td>Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities</td>
<td>Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/information sessions</td>
<td>Allocated time Planning</td>
<td>HT/SENCO, Office staff</td>
<td>Ongoing</td>
<td>The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information.</td>
</tr>
<tr>
<td>Ensure ICT is appropriate for pupils with disabilities</td>
<td>Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT</td>
<td>Training ICT Resources</td>
<td>HT, ICT Leader, SENCO, All staff</td>
<td>Ongoing</td>
<td>School has an ICT policy and plan to benefit all pupils with disabilities. Staff are competent and confident in using resources.</td>
</tr>
<tr>
<td>All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities</td>
<td>All policies must be “live”, constantly updated and are the basis of good practice to meet changing needs, as required.</td>
<td>All staff</td>
<td>Governing Body, SLT, SENCO</td>
<td>Ongoing</td>
<td>All policies are updated in response to changing needs. Cohesive and robust polices promote a framework of current good practice.</td>
</tr>
<tr>
<td>Priority</td>
<td>Action Required</td>
<td>Resources</td>
<td>Monitoring/Lead</td>
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</tr>
<tr>
<td>All staff make classrooms accessible</td>
<td>Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness.</td>
<td>Allocated time Planning use of space</td>
<td>HT SENCO Sitemanager All staff</td>
<td>Ongoing</td>
<td>Effective learning environments for pupils with disabilities have been maximised</td>
</tr>
<tr>
<td>Consult with pupils with disabilities and other stakeholders about improving access to school building environment and school grounds</td>
<td>Issues identified by the consultation are considered to ensure that improved access meets the needs of pupils with disabilities.</td>
<td>Premises budget</td>
<td>HT Governors Site Manager</td>
<td>Ongoing</td>
<td>Consultation feedback identifies targets for plan to make “reasonable adjustments”. Prompt action is taken to remove barriers</td>
</tr>
<tr>
<td>Meet the requirements of current legislation in relation to access</td>
<td>The Finance and Premises Committee monitor accessibility plan and undertake “reasonable adjustments” to improve access and space for pupils and other adult stakeholders</td>
<td>Premises budget</td>
<td>Finance and Premises Committee</td>
<td>Ongoing</td>
<td>“Reasonable adjustments” made within agreed timescale to improve access and space.</td>
</tr>
</tbody>
</table>
St Augustine’s Catholic Primary School

Gender Equality Policy

Central to everything we do at St Augustine’s is our Mission Statement. It recognises the dignity and worth of its members and has as its ideal a community where the Gospel values of love and tolerance are promoted and where all forms of behaviour are directed towards this ideal.

Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine’s School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God’s love.

When God’s love enters our hearts, we grow in wisdom and understanding.

Vision and values

The Equality Act 2006 places on all schools a duty to promote gender equality and eliminate discrimination and harassment on the grounds of gender. St Augustine’s Catholic Primary School’s commitment to gender equality is rooted in our ethos of promoting equalities and valuing the individuality of every child in our school. This includes a determination to challenge discrimination in all its forms.

School context

St Augustine’s Catholic Primary School is committed to giving all our children every opportunity to achieve the highest of standards. This includes recognising where appropriate the different needs of girls, boys, women and men, and ensuring that these are addressed. Within this ethos of achievement, the School does not tolerate bullying or harassment of any kind, including sexual harassment.
In common with many primary schools, the school workforce is mainly female. Within this context, the School aims to give careful consideration to how we can promote gender equality, and cater for the minority and majority in each class and within the staff.

**Other school policies**

The Gender Equality Scheme fits in with the school’s core values and ethos, and with other school policies. A lot of policies potentially impact on areas relating to gender, for example the anti-bullying policy and the behaviour policy. As school policies are revised and updated, or new policies introduced, they will be reviewed to consider if there are any gender equality considerations that should be incorporated.

**Aims**

St Augustine’s Catholic Primary School seeks to promote gender equality in all aspects of its work, including

- Teaching and learning
- Policy development
- School ethos
- Partnership with parents, carers and the community
- Curriculum

The school also aims to promote gender equality and eliminate sex discrimination in its role as an employer, including

- Recruitment, retention and promotion
- Training and career advancement
- Equal pay
- Challenging sexual harassment

**Key Responsibilities**

The governing body is responsible for:

- Ensuring the Gender Equality Policy is implemented
The Head Teacher is responsible for:

- Implementing the Policy
- Ensuring (teaching and support) staff have access to appropriate training on gender equality.

The Head Teacher has responsibility for gender equality and will consult with stakeholders through for example:

- Ensuring the SLT reviews school policy and practice from a gender equality perspective
- Communicating widely e.g. through meetings, training and ensuring that any new or revised policies takes gender equality into account at the planning stage
- Ensuring that the relevant section of the Equality Plan is implemented

Teachers and support staff are expected to:

- Have high expectations of both genders in terms of behaviour, standards of work and presentation
- Avoid gender bias in, for example:
  - Allocation of groups for practical activities and rota for classroom duties
  - Teacher-pupil and pupil-pupil interaction

- Promote gender equality in the classroom, for example by:
  - Consideration of size and composition of groups according to task, including mixed or single sex groups within subject areas for a specific reason.
  - Positively involving quiet and less confident girls and boys
  - Involving pupils in discussions about gender
  - Challenging stereotypes and promoting positive gender images.

- Use flexible range of teaching and learning styles, to raise achievement of both genders, taking on board what is known about key features that raise boys’ achievement.

**Teaching and Learning**

St Augustine’s Primary School encourages a flexible range of learning and teaching styles, including those that are known to be key features of raising boys and/or girls’ achievement such as:
Providing a range of activities in each lesson
Making it clear that work is relevant, has a clear purpose and real audience
Ensuring there is good pace, and an element of competition or challenge is included
Encouraging pupils to discuss work together
Encouraging risk-taking
Giving regular positive feedback
Allowing time for reflection and review

Curriculum

Gender equality will be promoted through the curriculum, for example:

- Incorporating into the curriculum positive role models demonstrating the achievements of men and women in non stereotypical contexts (e.g. women scientists and engineers, men in caring roles)
- Work on combating stereotypical views, for example using drama to counter gender stereotypes, and provide both sexes with opportunities to empathise with problems the other may face
- Highlighting bias found in books for discussion with children and young people.

Curriculum planning and resources will take account of gender equality, for example:

- Resources, especially older books, will be checked for gender bias
- Learning outcomes being clear and shared with pupils (research indicates that boys need to know the purpose of tasks)

School ethos

The school culture and environment will promote equality through such strategies as:

- Promoting a culture of gender equality through assemblies and the curriculum.
- Using assemblies to reinforce a culture of achievement, and raise issues of gender equality.
- Using posters and displays to promote gender equality

The school culture and environment will challenge sexual harassment and homophobia through such strategies as:

- Recording incidents in the incident book
• Tackling issues of sexism through assemblies, PHSE and circle time

Gender will be considered in assessment, recording and reporting of pupils’ achievements, for example:

• Setting challenging but achievable short term targets
• Where a gender gap is identified in an area through assessment, targets and action plans will be developed to address this
• Celebrating wide ranging achievements of women, men, girls and boys regardless of their sexual orientation.

**Partnership with parents and carers**

The school’s Gender Equality Policy will be shared with parents and carers, who can support the school in a range of ways, such as:

• Encouraging male and female parents/carers to participate in the school as volunteers
• Providing specific support through open days eg encouraging boys to read.

**Monitoring and review**

The headteacher implements the school's Gender Equality Policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

12.3 The headteacher reports to governors annually on matters regarding gender discrimination.

12.4 This policy will be reviewed at any time on a request from the governors, or at least once every two years.

Signed:

Date:

Review Date: Summer 18