



FRESHFORD CHURCH OF ENGLAND PRIMARY SCHOOL SINGLE EQUALITY SCHEME

This scheme reflects the Single Equality Act 2010 which replaces previous legislation including the Disability Discrimination Act 1995, the Sex Discrimination Act 1986, Race Relations Act 1976 amended 2004, Gender Recognition Act 2004. The school's philosophy also reflects the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Equality Act lists nine protected characteristics, age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy/maternity. Freshford Primary School positively encourages social inclusion within an environment where each person is respected as an individual and treated fairly and equally.

Freshford School aims to :

- **enable every member of the school's community, who come from wide and varying backgrounds and bring with them a wealth of different strengths, experiences, interests and needs, to fulfil his/her learning potential. It is our aim to provide an education which meets the needs of each individual child within a safe physical and learning environment, whilst helping each child to develop the skills, knowledge, resilience and personal qualities needed for their future life and work.**

This Single Equality Scheme, drawn up through collaboration between all members of our community, is a means of showing how the school is pursuing these aims. This Equality Access Audit will be reviewed on an annual basis by the Full Governing Body, Headteacher and School Business Manager.

Objectives 2016 – 2020

All members of our school are active participants in the continued improvement of our community.

Equality of access – existing provision

Physical environment

- Full wheelchair access to school site, offices, library and classrooms (ground and first floor) and school hall via ramps and lift
- Disabled space can be made available in car park from which the main site is easily accessible
- Vertical railings on ramps and from school hall to lunchbox storage area to improve access by visually impaired
- Access to Victorian building children's kitchen and staff room via ramps
- Slow release doors to all main entrance doors to building and classrooms in main school building
- Finger guards fitted to all main entrance doors to infant classrooms
- Provision of six toilets for the disabled in the main school building, two of which have recently been fitted with sensor lights within the toilet cubicle, the remaining four having light switches in the adjoining lobby.
- All disabled toilets are fitted with a pull alarm which is easily accessible
- Low level entry system on main school gate
- Provision of ground floor toilets adjacent to school hall in the Victorian building
- Low level exterior lighting on pathways and ramps
- Low level serving counter in dining hall
- All classrooms benefit from low ceilings and are carpeted to improve acoustics
- Two discreet rooms for 1:1 and group work in new school building

Curriculum

- Data gathering on wherever possible on future pupil population to facilitate advanced planning

- Pupil tracking to monitor process
- Curriculum differentiated by task, resource, support, expectation and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Transfer of detailed pupil information to all staff, including supply staff
- Teaching Assistant deployment to cover a mix of curriculum needs
- Ongoing THRIVE assessments, led by Tina Joyce, SENCO and supported through Brighter Futures
- Special arrangements made for SATs where applicable (extra time applied for, use of amanuensis, large print copies)
- Specialist resources available to support specific needs as appropriate (joystick to replace mouse, Clicker 5, Intellikeys adapted key board, large s on key boards, etc.)
- Close liaison with parents / carers and consultation through annual questionnaires
- Children involved in target setting and IEPs and reviews
- Buddy system to support all children upon entry to the school
- High level of pastoral support for all children
- Separate risk assessments for children with specific needs on all school visits and trips where appropriate
- Inclusion of all children in participatory and competitive events such as Mid-Somerset Festival

| Target | Action | Strategy | Review | Funding | Monitored by |
|--|---|---|---------------|---|----------------------------|
| Establish steps necessary to make the school's curriculum and other school activities accessible to as wide a range of children possible within a mainstream school | Review current curriculum to ensure accessibility to children, whatever their needs | Continual assessment in place | Review termly | None | HT / Class teacher / SENCO |
| | Ensure differentiation throughout the curriculum enables all children to gain maximum benefit from full subject range | Write individual IEPs to address individual needs and provide individual/group support where appropriate – six weekly reviews of SEN provision maps by class teachers | As required | TA / Special Needs teacher support | SENCO / HT |
| | | Review IEPs on termly basis | Termly | Use of Pupil Premium where appropriate/notional SEN funding within main school budget | SENCO / HT |
| | Dyslexia specialist teacher | Specialist support for children with learning specific needs | | | SENCO / Class teacher |
| Raise awareness of inclusive practices in other institutions by school visits or attendance at relevant courses, eg : Annual SENCO conference | East Bath Learning Partnership/SENCO Cluster meetings Appropriate training, eg : Thrive, Mindfulness (recent examples) | Attend & update colleagues : SLT, staff meetings, teacher meetings | SLT meetings | | HT / SENCO |

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| | | | | Supply cover for school visits/observations | |
| Access to full IT curriculum | Ensure children who have specific needs have access to specialist hardware/software | <p>Differentiation in weekly planning</p> <p>Through liaison with outside agencies seek hardware/software appropriate to individual needs, ie : adapted keyboards, laptop connection to interactive whiteboard - Intellikeys, joy sticks, Clicker 5, Rapid Reading, Rapid Maths.</p> <p>Use of monochrome pens on whiteboard to minimise glare /different contrasts on whiteboards/ interactive HD monitors replacing whiteboards on cyclical basis when funds raised</p> | <p>Weekly</p> <p>As appropriate - ongoing</p> | | <p>Class teacher</p> <p>Class teacher / SENCO</p> |
| Access to curriculum enrichment | Signpost access to a broad range of additional workshops / PE & sports fixtures / singing, music and drama events and other opportunities | <p>Identify children who will benefit from participating in additional workshops and fixtures to benefit their specific learning preferences and talents :</p> <p>Links established through Mid-Somerset Festival :</p> | Ongoing | n/a | <p>Class teachers</p> <p>SBM / Class teachers</p> |

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| | <p>Provision of wide range of sporting activities accessible to all</p> <p>Provision of swimming sessions to enable less competent children to gain minimum 25m swimming ability</p> <p>Wide range of sporting participation at competitive and elite levels</p> | <p>King Edward's School – subject teacher delivering sessions to children exceeding national expectations/ Yr. 5 workshops at KES</p> <p>. Drama / Singing events with Mel Lawman</p> <p>Mid-Somerset Verse Speaking</p> <p>Blocks of specialist coaching in a diverse range of sports</p> <p>Sporting fixtures to include :</p> <p>. Sports Festivals</p> <p>. Swimming Galas</p> <p>. Biathlons, at county / national level</p> | <p>Signpost to children as appropriate and liaise with schools / providers as appropriate</p> <p>Totally inclusive – all children are positively encouraged to participate</p> <p>For 2016 Festival new categories negotiated for Primary School syllabus with the Speech & Drama Committee for duo acting and prepared reading</p> <p>Ongoing collaboration with the SCCO</p> <p>Liaison with parents with keen interest in and knowledge of competitive sporting events</p> | <p>None</p> <p>School's PE Grant</p> | <p>SBM</p> <p>Designated Teacher</p> |

| Target | Action | Strategy | Review | Funding | Monitored by |
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| | | | | | |
| Ensure children of all abilities reach their own potential (1) | Monitoring system for children's progress – appropriate individual target setting and transfer of information at end of academic year | Use of readily accessible assessment systems to all teaching staff on-line (I Track) | 3 x per annum | | HT /SENCO/Subject leaders |
| Assessment for learning | Carry out formal whole school self-assessment on how children learn best through conferencing sessions with children | Children's progress meetings Seek children's feedback through discussion and use of visual representation to glean their perception of how they are learning best | 3 x per annum | | Class teacher |
| | | Use of wide range of teaching styles to accommodate visual, auditory and kinaesthetic learners/introducing CPA (concrete, pictorial, abstract) approach to teaching mathematics 2016/17 | Formative assessment in lessons/daily | £ tbc | Class teacher/HT |
| Ensure children of all abilities reach their own potential (2) | Consult Disability Information Service and other agencies, if and when appropriate, with regard to delivering | Supply information to children / adults in an easily accessible format appropriate to individual needs and be mindful of children's difficulties | Monitor and review annually or needs led basis | | HT / Class teacher / SENCO |

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| | information in alternative formats | worth working memory, receptive language | | | |
| Facilitate celebration of diversity and empathy | Use of : <ul style="list-style-type: none"> • Let's Explore • School ethos and its embodiment through ongoing display and contributions from children and adults • Philosophy 4 Children • Happy to be me Sessions with Rosie Stallard • Assemblies • Work with SARI in classes/ whole school interactive assembly on racism and bullying • THRIVE assessments • Mindfulness | Through having individual tribal identities, the children work on the themes of : How are we the same and different? How is the diversity and difference in my community recognised? (Citizenship) SENCO has undergone full Thrive training and has eight week Mindfulness training in Terms 3 / 4 | Plenary in P4C sessions 6 week review SARI | SAPERE £5,000 pa x 3 yrs | P4C leaders HT / SAPERE Vicar SENCO |
| Pastoral care and support for children with special needs / disabilities / in care | All children, regardless of need are given wide range of pastoral support from teaching and support staff | Regular dialogue, eg : conferencing, ensures that every child at Freshford Primary School is given time to express themselves and be heard | Ongoing | | All staff |

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| Wide range of children's views sought via Equalities Group – the Rainbow team | Children throughout the school, regardless of age, ability or need are encouraged to feedback views, ideas and concerns via the Equalities Group and school assemblies | Dialogue with members of the Equalities Group throughout the school year – action plan written and followed | Ongoing | | Equalities Group – the Rainbow team SBM/Wellbeing Governor |
| | Drop in sessions with HT : children bring proposals to improve school, eg : outdoor cooking area | HT/adults use coaching model, asking the questions that allow children to bring about effective change for their community | | | HT |
| | Children interview school leaders re : e-safety and propose improvements, eg : passwords for every child | Equalities Group visits other schools to see best practice | | | |
| | Children suggest charities and make plans to fundraise | LA Equalities and Bullying Lead, Kate Murphy, helps Equalities Group with support visits | | £300 from LA | |
| | Children help plan Let's Explore | | | | |
| | Equalities Group representatives attend Children's Parliament | | | | SBM |

Ratified 02.07.16

Review : June 2018