



**North Yorkshire**  
County Council

**NAWTON AND ROSEDALE ABBEY FEDERATION**  
**ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOL**  
**Single Equality Scheme**  
**2024 - 2028**

Signed: Nichola Oxtoby

Date: 12.11.2024

Headteacher

Signed: Sally Clifford

Date: 12.11.2024

Chair of Governors

Review due: September 2028

## **Introduction**

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

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

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- Age\*
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, including color, nationality, ethnic or national origin
- Religion or belief, including lack of belief
- Sex
- Sexual orientation

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

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

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

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

- Age\*

The impact of this scheme is reported on annually.

### **Aims of the Single Equality Scheme**

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

### **Purpose of the Equality Scheme**

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

This Equality Scheme sets out how the school will:

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

### **Planning to eliminate discrimination and promote equality of opportunity**

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme.

Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

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

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

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

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

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

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

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>.

Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

## **What kind of a school are we?**

### **School Vision and Values**

A very warm welcome to Rosedale Abbey Community Primary School We are a small village school which prides itself on creating a happy, caring, family atmosphere where everyone is encouraged and inspired to achieve their full potential, develop a love of learning and to be focussed and resilient learner. Our children lie at the heart of everything we do and every decision within the school is made by considering what is in the best interest of our children.

Our intention is that all Rosedale Abbey children have SPIRIT:

**S**trong sense of community

**P**ride in all that they do,

Independence,

Resilience and perseverance when facing challenges,

Inquisitive thinking,

Tolerance, kindness and respect to all others.

We recognise that strong self-esteem is essential in enabling our children to lead happy and successful futures and we aim to ensure that our pupils leave us as caring, happy, confident and adaptable young people, equipped with good academic skills, an enthusiasm and a passion to be 'life-long' learners.

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

### **School Context**

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

### **Factors of the geographical location of the school:-**

The Nawton and Rosedale Abbey Federation includes two community primary schools.

#### **Rosedale Abbey Community Primary School:**

Currently 15 pupils on roll with a low mobility rate.

The percentage of FSM is below the national average at 21.4%.

The percentage of children on our SEN Register is 0%.

7 male and 8 female;

0% EAL;

0% looked after and previously looked after children.

Our schools are both rural and diverse, with wide-ranging home backgrounds including many one parent families, and have broad socio-economic characteristics. We have few vulnerable groups; currently no children with EAL and only one child with an ECHP.

Admission arrangements are undertaken by the LA If we are made aware of any pupils with additional needs who are about to start school, special arrangements are put into place after discussion with parents and where necessary outside agencies.

We strive to ensure that our building is as accessible as possible for all. We have a ramp up to the front door and disabled toilets. All information is offered in alternative formats upon request.

Recruitment procedures laid down by the LA are strictly adhered to. All advertising is done through HR. Staff mobility is low.

**The training taken to position the school well for the equality and diversity agenda.**

SENCO Network Meetings  
Regular Safeguarding training  
PSHE Leader Network Meetings  
Whole staff equalities training – Local Authority led

**School provision**

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

The Nawton and Rosedale Federation, ensure that our SEND information Report for Parents is up to date and contains the relevant information regarding adaptations the school make/would make to ensure inclusive provision for all regardless of need. We ensure that we have dyslexia and ASD friendly classrooms and pupils have access to adaptations to paper, reading books and other materials as required. Our Federation Behaviour Policy states that 'in exceptional circumstances, and in liaison with the HT/SENCO, particularly where a child may have SEND, the school behaviour system may be adapted to reflect individual need.' Children with SEND across the Federation have access to support and intervention above and beyond Quality First adaptive teaching and this is outlined within Individual Provision Maps for each child. These documents are discussed with parents at relevant points throughout the school year and pupils are included within the planning process.

**Outcomes for pupils**

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

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

Outcomes for all our pupils are analysed against groups within school e.g. SEND, gender, vulnerable pupils, EAL and Young Carers to ensure that there is a focus on improving outcomes for all. These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new

policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers. Pupil voice is recorded at points within the academic year to assess the extent to which pupils feel safe and in the extremely rare occurrence of an incident linked to bullying or any form of discrimination, this is actioned and recorded within the school incident log and reported to the LA. As part of the wider school offer, all pupils are offered the opportunity to attend extra-curricular clubs. All children are included within residential visits and Pupil Premium funding is used as appropriate to ensure all children can attend these valuable opportunities and in particular residential opportunities. The school has regular meetings with parents, a minimum of three Parental Consultation Evenings per year, especially those who have SEND and/or may require additional support within the school day.

## **Equalities objectives**

Our Equalities Objectives, based on needs analysis, for the period 2024-2027 are:

1. To continue to regularly identify and address any gaps in the performance of all groups of children and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.
2. Increase understanding of different cultural, religious views and lifestyles and to ensure there are no discriminatory or bullying incidents, including on-line.
3. Identify and accommodate the specific needs of children within the Federation, including medical, social and cultural needs
4. Ensure that the Medical Support Plans for those children with medical conditions who may not be able to attend school full time are reviewed regularly with parents and other professionals and in a timely manner to ensure the best outcomes over time.

## **We have identified these objectives because:**

1. We have identified that the summative assessment of some children with SEND is not accurately identifying the small steps and specifically strengths and areas for development as whole school summative assessment benchmarks against the NC and not specifically against support plans and personalised curriculum plan and adaptations to curriculum implementation.
2. One of the key aims – Tolerance. Children within the Federation have little experience of diversity within the local community and diverse experiences beyond the local area.
3. A need to ensure timely provision review lead to well matched and focused individual provision plans that are responsive and not reactive to the needs of all individuals.
4. There has been an increase in the numbers of children across the federation with short or longer term medical needs requiring a personalised home-school curriculum, the use of home tutoring and the use of robot technology in the classroom. It is essential that the Federation take a planned and systematic lead in the development and effective review of Medical Support Plans to ensure the

best possible outcomes for each individual case.

Indicators of progress towards the objectives are reviewed annually and recoded in the Action Plan (see appendix 2)

## **Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives**

### **The Head Teacher will:**

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

### **The Governing Body will:**

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

### **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;



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- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.
- gathering and analysing the information on outcomes of vulnerable pupils and staff;

### **People with specific responsibilities:**

The Special Educational Needs Coordinator:

- maintain and share with all the staff an up to date (termly) SEND, Medical and Inclusion Register for vulnerable pupils and how their needs will be met;

### **Parents/Carers will:**

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

### **School Staff will:**

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

### **Pupils will:**

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme

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- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

### **Involvement Processes**

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

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

### **Mechanisms for involvement**

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

- Discussion with the School Council and Equalities Team;
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments as required;
- Termly open meetings representing a particular theme shared with the parents – Parent Forum
- Growing Up in North Yorkshire Pupil Survey

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

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management
- Staff survey.

- Meetings with union representatives if required

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Welcoming parents and the community into school so that they feel part of the school community and therefore feel able to support school policy development where appropriate.
- Feedback through Governing Body meetings;
- Feedback from adults using the school beyond the school day

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

### **Making it happen**

#### **Action Planning**

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

The action plan identifies the equality objectives for the school arising from this scheme and the impact assessment has:

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

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

### **Reporting**

This Scheme and equalities objectives will be reported on annually to the Governing Body. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies are available from the Federation Office, Nawton Community Primary School.

## **Publication**

Equalities objectives will be published and available to anyone requesting a copy. Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

## **Schools' duties around accessibility for disabled pupils**

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

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

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review

## Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

- Race Relations Act (RRA) 1976/2000  
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007  
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007  
The Act sets out that it is unlawful for schools to discriminate against a person:
  - a) in the terms on which it offers to admit him/her as a pupil:
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.

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- Disability Discrimination Act (DDA) 1995/2005  
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.  
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:  
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

## Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools\_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

**NAWTON AND ROSEDALE ABBEY FEDERATION EQUALITY ACTION PLAN**

<b>EQUALITY OBJECTIVE 1:</b>
1. To continue to regularly identify and address any gaps in the performance of all groups of children and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.

Success criteria:

- Assessment of SEND, Inclusion and those with Medical Support Plans clearly identifies the next steps in learning
- Assessment approaches for SEND, Inclusion and those with Medical Support Plans are well matched and adaptive to the needs of individuals
- Clear progress of SEND, Inclusion and those with Medical Support Plans can be identified termly in summative assessments

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
Review all curriculum areas to include assessment advice for the different areas of need.  Evaluate and develop the use of INSIGHT to record and analyse SEND assessment data termly	Headteacher/Subject leaders  SENDCO	September 2024	September 2025 – to be reviewed at least annually to ensure effectiveness		SEN Governor and HT	

**EQUALITY OBJECTIVE 2:**

Increase understanding of different cultural, religious views and lifestyles and to ensure there are no discriminatory or bullying incidents, including on-line.

## Success criteria

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
Continue to implement the SPIRIT values across the curriculum. (Specific reference to TOLERANCE)	SLT/PSHE Lead	September 2024	July 2028 – review at least annually		SEA– termly collation of information and overview of planned actions and impact – presented to Standards Committee GB	



<p>The PSHE Curriculum ensures that the children develop a good age related understanding of the 9 protected characteristics.</p>	<p>PSHE Lead/ All teaching staff</p>	<p>September 2024</p>	<p>July 2028 – review at least annually</p>	<p>Directed Time ½ day leadership release time – PSHE Lead ½ day monitoring day with LA Adviser</p>	<p>PSHE Lead to monitor termly and report on Subject Leaders Monitoring proforma</p>	
<p>The curriculum is enhanced by a planned sequence of educational visits and visitors.</p>	<p>All subject leaders</p>	<p>September 2024</p>	<p>July 2028 – review at least annually</p>	<p>1 staff meeting per ½ term focused on planned enrichment activities to support curriculum</p>	<p>HT – overview of enrichment activities, planned purpose and impact reported to full GB in termly HT Report</p>	

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**EQUALITY OBJECTIVE 3:**

Identify and accommodate the specific needs of children within the Federation, including medical, social and cultural needs

## Success criteria

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
Regular communication with parents/carers to identify new needs.  Ensure all new and changed situations are continually communicated to all staff.	SENCO/ Teaching staff  SENDCO/ Teaching staff	September 2024	July 2028 – review at least annually	1 x parent meeting per term SENCO ½ day monitoring SENCO to plan point of entry meeting, teachers to complete reviews	SENCO to evaluate impact/ effectiveness of provision ½ termly – report to GB termly	

Ensure all staff have access to CPD courses.	SLT/SENDSCO	September 2024	July 2028 – review at least annually	CPD cost centre – planned annually but flexibility to respond to need	SENCO – overview of planned and responsive CPD purpose and impact reported to full GB in termly HT Report	
Curriculum planning – ensure there are opportunities for joint TA/teacher planning and evaluation of lessons focussed on Provision Plans.	Teaching Staff/ TA	September 2024	July 2028 – review at least annually	Directed Time – 1 meeting per ½ term	SENCO to evaluate impact/ effectiveness of provision ½ termly – report to GB termly	

**EQUALITY OBJECTIVE 4:**

Ensure that the Medical Support Plans for those children with medical conditions who may not be able to attend school full time are reviewed regularly with parents and other professionals and in a timely manner to ensure the best putcomes over time.

## Success criteria

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
Ensure initial planning meetings are held with parents, medical professionals and a member of the supporting children with medical condiitons in school (SMCS) staff at the trigger point.	SENDCO/ Classteacher	Sept 2024	July 2028	Directed time	SENDCO to ensure Medical Support Plan in place and shared with all professionals and parents	
Ensure fortnightly planning meetings with LA appointed tutor to identify key curriculum outcomes and collate assessment information collaboratively.	Classteacher/ Tutor	Jan 2025	July 2028	Directed time	SENDCO to review impact and implementation and feedback in review meetings	

Ensure Medical Support Plans are reviewed at least half termly alongside parents, medical professionals, tutors and SENDCO .	SENDCO/ Class teacher	Sept 2024	July 2028	Directed time	SENDCO to review impact and implementation and feedback in review meetings	
Map individual curriculum coverage at least half termly to ensure a clear record of attainment and 'gaps'.	Class teacher/ Tutor	Sept 2024	July 2028	Directed time	SENDCO to review impact and implementation and feedback in review meetings	