Link Learning Trust

Equality Information and objectives – Barlow Hall

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1. INTRODUCTION AND SCHOOL COMMITMENT

1.1 The Equality Act 2010 ("the Act") applies to all schools in the trust. The Act created a single legal framework to protect individuals with protected characteristics from different types of unlawful discrimination, harassment and victimisation. It also created a Public Sector Equality Duty ("PSED") which is made up of a general equality duty supported by specific equality duties. The PSED applies to all public bodies including schools.

1.2 The general duty is set out in S149 of the Act and requires LINK Learning Trust to have "due regard" to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act; to advance equality of opportunity and, to foster good relations between people who share a protected characteristic and those who do not. The specific equality duties contained in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 ("the 2017 Regulations") require LINK Learning Trust to publish equality information and to prepare and publish one or more specific and measurable equality objectives. They also require schools with 250 or more employees to publish gender pay gap information about those employees.

1.3 LINK Learning Trust have many duties and obligations which overlap and interlink with their equality duties under the Act. These include the duty placed on trust boards to promote community cohesion, the duty to promote British values, the duty under the Human Rights Act 1998 not to act incompatibly with rights under the European Convention for the protection of Fundamental Rights and Freedom, the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities. Equality is intrinsic to the personal and professional conduct of all those working in LINK Learning Trust and is relevant to the Teachers'

Standards issued by the Department for Education ("DfE") and the non-statutory core Teaching Assistant standards issued by Trade Unions in 2015. Equality is also integral to the Ofsted Inspection Framework 2019 which places strong focus on promoting equality, diversity and inclusion, tackling bullying and discrimination and preparing learners for life in modern Britain. The Framework makes clear that Inspectors will assess the extent to which LINK Learning Trust complies with the relevant legal duties as set out in the Act including, where relevant, the PSED and the Human Rights Act 1998.

1.4 LINK learning Trust recognises and accepts its legal duties under the Act and under the interlinking statutory and other obligations referred to above. By adopting this policy, the trust board confirms its commitment to its statutory equality duties under the Act and to acting in accordance with its statutory equality obligations. The trust board also confirms its commitment to taking all reasonable steps to ensuring no individual working in this school acts or behaves in a manner deemed unlawful by the Act.

1.5 In the application of this policy, the Executive Headteacher and all those responsible for making decisions in the LINK Learning Trust will be guided as appropriate by the Department for Education

("DfE") non-statutory advice for schools on the Equality Act 2010 and the various technical and other guidance documents produced by the Equality and Human Rights Commission ("EHRC") and by ACAS.

Regard will also be given to the EHRC's Employment Statutory Code of Practice on the Equality Act 2010 and the EHRC's Technical Guidance for Schools and Guidance for Schools on the Public Sector Equality Duty.

1.6 This policy is the key school document for information about this school's approach to equality. It will inform our School Improvement Plan and brings together all the school's previous policies, schemes and action plans around equality.

2. PURPOSE AND SCOPE

2.1 This policy details LINK Learning Trust's overall approach and commitment to equality. It details how this school complies with its duties under the Act and how as an educator, employer, service provider and a buyer of goods and services the Trust Board and the Executive Headteacher, with support from members of the Senior Leadership Team ("SLT") will strive to ensure equality, diversity and inclusive practice are embedded across all aspects of school life for the benefit of the whole school community.

2.2 This policy applies to all members of school staff (full time or part time, permanent or temporary), to pupils and to academy councilors and trustees. It also provides guidance and information for parents, carers, school visitors, contractors and other members of the wider school community. It sets out our school's expectations and the required standards of behaviour with regard to equality issues.

2.3 This policy applies to staff in relation to their conduct during the course of their employment with the school which may also include conduct and behaviour outside the school environment and outside their normal working hours if it is connected to school or to their role in school. This might, for example, include after school meetings with colleagues, social events or other social interactions with colleagues either in person or via social media platforms.

2.4 The gender pay gap reporting provisions detailed in the 2017 Regulations do not apply to our school as we do not employ 250 or more employee.

2.5 This policy should be taken into account in the application of all other school policies (staff, pupil or otherwise) whenever and wherever equality issues or implications arise.

3. SCHOOL APPROACH

3.1 In this school we will integrate equality and fairness into all aspects of school life. We are committed to ensuring equality of education for our pupils and equality of opportunity for all. We aim to create a fully inclusive school environment free of discrimination, harassment, bullying and victimisation, where dignity and respect are promoted, where individual differences and diversity are recognised and where the contributions of all our staff are valued. We want all our staff to feel respected and to be able to give their best. This school will not tolerate any discriminatory conduct or any behaviour

that contravenes the Act or which compromises the school's aims or approach or which compromises the school's commitment to equality, diversity and inclusion.

3.2 In this school we understand that equality law is about treating people fairly and that this does not always necessarily mean treating all people in the same way. We acknowledge that sometimes, in order to meet our general equality duty and to meet our duty to make reasonable adjustments for members of our school community with a disability, this may involve treating some people more favourably than others. We are committed to taking positive action where this is necessary and appropriate and where it complies with the statutory requirements for such action as detailed in the Act (see section 11 below).

3.3 In everyday school life and in the application and implementation of all our policies and procedures, this school will be guided by the following Key Principles: -

- **Principle 1: All members of our school community are of equal value and should be treated with dignity and respect.** Every member of our school community is of equal value, whatever their age, sex, gender identity, race, colour, nationality or ethnic origin, religion or belief, sexual orientation and whether or not they are disabled. All members of our school community are entitled to be treated with dignity and respect and should treat others in the same way.

- **Principle 2: This school respects and values diversity and difference.** In this school we respect, value and embrace diversity and difference and we understand the kind of barriers and disadvantages some people with protected characteristics may face. We will make reasonable adjustments to arrangements or practices in relation to pupils and staff with a disability including the provision of appropriate auxiliary aids and services. The diversity of people's backgrounds and circumstances will be appreciated and valued.
  Diversity is a strength, which should be respected and celebrated by all those who learn and teach in this school.

- **Principle 3: This school will prepare learners for life in modern Britain.** The school will ensure our pupils are well prepared to contribute to wider society and life in modern Britain. The school will equip learners to be responsible, respectful, active citizens who contribute positively to society by developing understanding of British values, by developing understanding and appreciation of diversity and by promoting respect for difference and the protected characteristics under the Act.

- **Principle 4: This school fosters positive attitudes and relationships.** The school intends that its policies, procedures and activities should actively promote and foster positive attitudes, good relations and mutual respect between all groups of individuals who are different from each other. The school will act to prevent and tackle discriminatory and derogatory language and behaviour including but not limited to language or behaviour that is homophobic, racist, sexist or that is derogatory about people with a disability

- **Principle 5: This school fosters a strong shared sense of community cohesion and belonging.** The school will strive to ensure that all pupils, members of staff , academy councilors and trust board members feel a sense of belonging within the school and within the wider school community and that they feel valued and respected and are able to participate fully in school and in public life.

3.4 The Executive Headteacher with support from the SLT will take all reasonable steps to ensure that pupils, members of staff, academy councilors, trustees and members of the wider school community are aware of and conduct themselves in accordance with the above Key Principles.

4. ROLES AND RESPONSIBILITIES

4.1 The Trust Board will: -

- ensure the trustees and members are aware of their responsibilities under the Act and attend regular equality training;
- have due regard to this policy and the general equality duty when making decisions;
- ensure this policy is implemented by the Executive Headteacher and support the Executive Headteacher in implementing any necessary actions;
- nominate a link equality trustee who will liaise with the nominated SLT equality lead to review and monitor the school's compliance with its equality duties;
- ensure specific and measurable equality objectives are prepared and published in line with the school's obligations under the Act and that these are included within the School Improvement Plan;
- ensure progress towards achievement of the school's current equality objectives is monitored and that objectives are reviewed and updated at least every 4 years;
- ensure the outcomes and progress towards the achievement of past equality objectives are published;
- ensure the school's equality information is published and updated on a regular basis and no less than on an annual basis;
- evaluate and review this policy at least annually;

4.2 The Executive Headteacher (with support from the SLT) will: -

- oversee the effective implementation of this policy including communicating the policy to pupils, staff, parents, carers and the wider school community;
- appoint a member of SLT to assume day to day responsibility for coordinating the implementation of this policy, for monitoring equality outcomes and for liaising with the link equality trust board member as appropriate;
- engage and consult with pupils, staff, parents, carers and the wider school community as appropriate in the development and review of this policy and in the development of the school's equality objectives;

- oversee the school's Equality Working Group;
- ensure the LINK Learning Trust's equality objectives are published and actively pursued;
- monitor whether the school's equality objectives are being met and whether sufficient progress is being made;
- produce information about the school's equality objectives and the work that is being done toward achieving them so that it can be published and made available to members of the school community;
- ensure reasonable adjustments are made in relation to pupils, staff, parents, carers and visitors to the school with a disability;
- ensure the school publishes and follows its Disability Accessibility Plan;
- make sure all members of staff are aware of their responsibilities under the Act and ensure staff receive regular equality training;
- ensure that appropriate and relevant action is taken in any case (relating to pupils, staff or the wider school community) where discrimination, harassment, victimisation or any other conduct deemed unlawful under the Act comes to light or is reported;
- ensure that all members of staff and pupils are aware of the procedure for reporting and following up discrimination, harassment, victimisation, bullying, hate and prejudice-related incidents;

4.3 **All members of staff will:-**

- be aware of their responsibilities under the Act and this policy and recognise that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- highlight any training or development they require to carry out their roles and responsibilities under the Act or this policy and attend any related training or learning opportunities;
- promote equality of opportunity and good relations and will not take part in any discriminatory or other unlawful behaviour as detailed in the Act;
- foster good relations between groups of people with and without protected characteristics;
- deal fairly and professionally and in accordance with school policy in relation to any incidents of bullying, prejudice or discrimination;
- be responsible for recognising and challenging prejudice, bias, discrimination, stereotyping and any other inappropriate language or behaviour;

- be responsible for promoting an inclusive and collaborative ethos in lessons and for being role models for equality, diversity and inclusion through their words, actions and deeds.

4.4 **Pupils must be encouraged to recognise that they have a role and responsibility to themselves and to others so they understand and are able to: -**

- promote equality, inclusion and good community relations and act in accordance with this policy;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- act in accordance with the school's anti bullying strategies;
- respond appropriately to any incidents of discrimination, harassment and bullying they witness and to understand what they need to do to report these;
- regard people of all faiths, races, religions, cultures and with other protected characteristics as their equal and to treat others with respect and kindness;
- support the school's approach and commitment to equality;
- be involved in the development and review of this policy and understand how it applies to them appropriate to their age and ability;
- be involved in producing a simplified version of this policy to be displayed in classrooms and other areas in school as appropriate.

4.5 **Visitors (including parents, carers and contractors) are expected to: -**

- support the school's approach and commitment to equality and to comply with this policy;
- take part in the development and review of this policy and attend any relevant meetings and activities related to the policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

5. GENERAL DUTY

5.1 The general equality duty is contained in S149 of the Act and requires LINK Learning Trust to have "due regard" to the need to: -

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;

- advance equality of opportunity between people who share a protected characteristic and those who do not, and

- foster good relations between people who share a protected characteristic and those who do not.

5.2 Guidance is attached at **Appendix A** which provides a brief overview of the provisions of the Act, information about the Protected Characteristics and information about the different types of discrimination and other forms of unlawful behaviour. It is provided as part of our commitment to eliminating all forms of conduct and behaviour deemed unlawful by the Act.

5.3 Information about how this school complies with its general duty and how we incorporate all three strands of the general duty into school life on a daily basis is detailed in **Appendix B**.

5.4 We will assess equality implications in relation to all new school policies, procedures and projects as part of our on-going duty to have due regard to our general duty. This will help to ensure the school is not unlawfully discriminating against certain individuals or groups with protected characteristics in line with our commitment to equality, diversity and inclusion and in line with the Key Principles in section 3.3 of this policy.

5.5 The Trust Board, the Executive Headteacher and SLT (as appropriate) will keep written records of all relevant decisions and actions where equality issues have arisen. This will help us to show that equality implications have been considered and that the school's equality duties have been actively considered before, and at the time decisions have been made.

6. EQUALITY OBJECTIVES

6.1 The school's current equality objectives are set out in **Appendix B.** Our objectives are specific, measurable and achievable. They relate to people with protected characteristics and cross reference the three strands of the general duty. They represent our school's priorities and also take account of local/national equality issues.

6.2 The school's objectives are the outcome of a careful review and analysis of our school data and other information. We have chosen a combination of short, medium and long-term objectives. Our objectives have been reached following engagement and consultation with staff, pupils, trust board, parents and carers.

6.3 We have detailed the reasons why we have chosen each objective and the relevance to the school's general equality duty. We have also developed an Equality Action Plan ("EAP") to be read in conjunction with our objectives which is set out at **Appendix B.** The EAP sets out the school's plan in relation to how we propose each objective will be achieved and includes a timeframe. It also names the person with allocated responsibility for monitoring and review. The school's EAP will be reviewed regularly and may be modified or changed as necessary and appropriate. The overall aim is that the school achieves or makes significant progress towards each specific objective within the timeframe specified.

6.4 The Executive Headteacher will report to the Trust Board on a termly basis in relation to the progress we have made towards achieving our objectives. The Trust Board will ensure the school's equality objectives are reviewed annually and that they are updated at least every four years.

6.5 Our current equality objectives will be published on the school's website together with the EAP and also with information about the progress we have made towards achieving them. We will also publish our past objectives, with a summary of what steps/actions were taken to achieve them and outcomes.

7. ACCESSIBILITY PLANNING

7.1 LINK Learning Trust has specific duties under Schedule 10 of the Act to implement accessibility plans for disabled pupils which are aimed at: -

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities or services provided or offered by the school;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

7.2 The school's current accessibility plan is attached at **Appendix C.** Our plan also takes account of our duty to make reasonable adjustments for our staff who are disabled and therefore includes steps we are taking to support our members of staff with a disability. We will keep our accessibility plan under review and if necessary, we will revise it. It will be updated at least every 3 years. We will have regard to the need to allocate adequate resources for implementing the plan to ensure we can comply with our statutory obligations.

8. EQUALITY INFORMATION

8.1 As part of our specific duties under the 2017 Regulations, information will be published on the school's website to show how we are meeting our equality duty. The information we publish will relate to people who share protected characteristics and who are affected by our school policies and practices.

8.2 The information we publish may include statistical and other data such as school performance data, school staff and pupil policies, the school development plan, curriculum materials and details of equality and diversity initiatives the school is taking part in. It may also include information such as minutes of meetings where equality issues have been discussed, parent and pupil surveys and details of equality training attended by our staff and our trust board.

8.3 Our published information will be reviewed and updated regularly (at least annually) and will show how, on an ongoing basis, this school is complying with its general equality duty.

8.4 The Executive Headteacher supported by the SLT will take all reasonable steps to ensure the whole school community knows about the school's commitment to equality and is aware of this policy and

the school's equality objectives. This will be done in a number of different ways, including via school newsletters, school assemblies, staff meetings, parents' meetings, school council meetings etc.

8.5 This policy will be made available: -

- on the school website;
- as a paper copy from the school office;
- in summary form in the school's prospectus;
- as part of the school's induction process for new staff;
- as part of equality training for staff.

9. OUR STAFF

9.1 The school will ensure equality of opportunity for all our staff and will observe good equality practices in all aspects of employment including in recruitment, the terms upon which a job is offered, promotion, training opportunities, professional development, benefits, facilities and services offered and also in relation to day to day employment matters.

9.2 The school will comply with the Act in relation to the application of all its staff policies including but not limited to the school's, Appraisal Policy, Attendance Policy, Capability Policy, Disciplinary Policy, Grievance Policy, Flexible Working Requests Policy, Pay Policy, Recruitment Policy and Whistleblowing Policy. All staff policies and procedures will be regularly reviewed to ensure they take equality considerations into account.

9.3 If any member of our staff who is disabled is placed at a substantial disadvantage compared to other members of staff who are not disabled, we will take reasonable steps to try to avoid that disadvantage in line with the school's duty to make reasonable adjustments. We accept this may mean the school may need to modify or change certain aspects of a school policy, process or practice or may require the provision of an auxiliary aid or service or consideration of an alteration to the physical features of the school if reasonable. In relation to any formal school processes where an employee is entitled to be accompanied by a companion or a representative from their Trade Union, the school will make reasonable adjustments to assist an employee's companion or Trade Union representative with a disability.

9.4 If there are any language issues affecting an employee and/or their companion or Trade Union representative during any formal school process, these will be reasonably addressed so that all meetings or hearings can take place fairly under the relevant school policy or procedure.

9.5 The school is committed to equality of opportunity for all job applicants and members of staff and will monitor appointments and promotions on an annual basis to ensure that no group with particular protected characteristic appears to be disadvantaged. Decisions concerning staff will be based on

merit (apart from where any necessary and limited exemptions and/or exceptions apply under the Act). The school will also monitor the make-up of its staff regarding information such as age, sex, ethnic background, sexual orientation, religion or belief and disability in encouraging equality, diversity and inclusion and meeting the school's aims under this policy. The aim is for our school staff to be truly representative of all sections of society. The school will take full account of its obligations under the Data Protection Act 2018 when we collect, store and publish data.

9.6 We are committed to ensuring the health and wellbeing of our staff and will take seriously and act upon any incidents of discrimination, harassment or victimization, recognising that our staff may be either victims or perpetrators. We interpret our equality duties positively and will take whatever actions we reasonably can to remove barriers to inclusion and to ensure a safe, positive, welcoming and inclusive environment for all.

9.7 In accordance with our obligations under the Act, we will not enquire about the health of an applicant for a job until after a job offer has been made (unless one of the exceptions in the Act applies, for example, if questions are related to an intrinsic function of the work for the job). We we will not require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. Any necessary health questions will be asked after a job offer has been made and, in all cases, any health-related questions will be targeted, necessary and relevant to the job applied for.

9.8 The Trust Board and the Executive Headteacher are committed to ensuring all members of staff in school (teaching and non-teaching) and the Trust Board will undergo equality training on a regular basis to help them understand their equality duties and/or the differing needs of protected groups within our school community. We recognise that members of school staff who are involved in recruitment processes and those with line management and decision-making responsibilities should receive equality training relevant to their roles.

10. OUR PUPILS

10.1 This school will not to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way the school provides education, access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment. We closely monitor our pupil data including our exclusions data and we will consider and address any equality implications if it appears one or more protected group is over represented.

10.2 We will comply with the Act in relation to the application of all our pupil policies including but not limited to the school's Admissions Policy, Exclusions Policy, Behaviour Policy, Safeguarding Policy, Curriculum Policy, Uniform Policy, Religious Education, RSE Policy and PSHE Policy. All pupil policies and procedures will be regularly reviewed to ensure they take equality considerations into account.

10.3 The school will consider whether any flexibility or adjustment is required where any school policy, rule or practice might indirectly discriminate against a particular group of pupils with a protected characteristic and where the relevant rule, policy or practice cannot be justified as a proportionate means of achieving a legitimate aim. In LINK Learning Trust, a legitimate aim might include safeguarding concerns, health and safety concerns and maintaining academic or other standards.

10.4 The school will make reasonable adjustments to its policies, processes and practices where relevant and appropriate for pupils with disabilities in accordance with the school's duty to make reasonable adjustments. This may include changing the way things are done, making changes to the school environment and/or providing auxiliary aids or services in line with the school's current Accessibility Plan.

10.5 We recognise that hate incidents or prejudice based bullying are often driven by negative assumptions, stereotypes or misinformation. These are often then directed against an individual or a group, based on difference (real or perceived) and linked to for example racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We are committed to taking action to prevent, challenge and eliminate any such behaviour in our school community. We want our pupils to understand better the diversity that exists in society and to respect, value and embrace people who are different to them so they are well prepared to contribute to wider society and to life in modern Britain.

10.6 The school takes bullying, sexual harassment and hate or prejudice motivated incidents very seriously and any such conduct or behaviour will be carefully monitored. All such incidents will be recorded and will be dealt with fairly and firmly in accordance with the school's Behaviour Policy. We will use this information to identify trends or patterns so that we have approaches in place to provide appropriate responses in term of support for victims and their families, sanctions and support for perpetrators and their families and education for our pupils and the whole school community as appropriate.

10.7 We will take account of guidance issued from the DfE on dealing with incidents of harassment including sexual harassment, bullying including homophobic and transphobic bulling and bullying related to sexual orientation, gender reassignment, disability, race and religion. Training will be given to members of school staff to ensure they are aware of how to identify and to deal with all such incidents.

11. POSITIVE ACTION

11.1 The school recognises that in some circumstances, we may need to meet the needs of pupils with protected characteristics in different ways to ensure they receive the same standard of education as everyone else. This may arise when pupils experience disadvantage connected to their protected characteristic or have needs that are different from the needs of pupils who do not share their protected characteristic or where pupils have disproportionately low participation in an activity compared to pupils who do not share their characteristic.

11.2 Positive action enables the school to take proportionate steps to help particular groups of pupils with protected characteristics to address need/disadvantage/low participation. It could for example include targeted support or catch up classes. Although positive action is not mandatory under the Act, this school is committed to taking such action where it is lawful under the Act. We recognise that provided our actions are proportionate, taking positive action will support compliance with the school's general duty.

11.3 The school is also committed to taking positive action where the relevant conditions under the Act are met and in appropriate circumstances for members of staff with protected characteristics.

12. BUYING GOODS AND SERVICES

12.1 The school will take account of its general duty when buying or engaging in contracts for goods and services such as ICT, services, the provision of supply staff, consultants, school meals, learning resources, training and administrative supplies. Whenever we intend to buy goods or services we will ask ourselves whether the aims of the general duty are relevant to the proposed purchase or contract and if so, how they might apply.

12.2 We will consider whether there is a need to include equality requirements within any contracts we enter into. We will ensure that contract conditions require contractors to comply with the Act and with the school's equality policy. We will ensure that supply staff know about this policy and related pupil policies and that they are aware of the school's commitment to equality, diversity and inclusion.

13. BREACHES OF THIS POLICY

13.1 Equality is high on the school's strategic agenda. The school regards breaches of the Act and of this policy very seriously. We will not tolerate any form of discrimination, harassment, victimisation or conduct that contravenes the Act or which compromises the school's commitment to equality, diversity and inclusion, our Key Principles and/or our equality duties.

13.2 Members of staff who wish to raise a concern or make a complaint about a breach of this policy involving another member of staff should do so by following the process detailed in the school's Grievance Policy and Procedure. Complaints may also be raised through the school's Whistleblowing Policy in appropriate cases. In cases not involving another member of staff, concerns or complaints should be raised with the Executive Headteacher or head of school. Concerns or complaints about the Executive Headteacher should be raised with the Chair of the Trust.

13.3 The school will ensure that any concerns or complaints are promptly and thoroughly investigated and are dealt with as determined by the Executive Headteacher (or Chair of Trust as appropriate) in accordance with the relevant school policy/procedure depending on the nature of the complaint and whether the complaint concerns a member of staff or a pupil or someone else.

13.4 Breaches of this Act and this policy by a member of staff will be treated seriously. In appropriate cases, action may be taken against an employee under the school's Disciplinary Policy and Procedure and could result in a sanction up to and including dismissal. Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and lead to dismissal without notice.

13.5 Members of staff should be aware that they may be held legally liable for their own acts of discrimination carried out in the course of their employment. Where a complaint involves an allegation of sexual harassment, in addition to being an employment issue this may also amount to a safeguarding issue and/or a criminal offence and may lead to police involvement. Harassment may

also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic).

13.6 Pupils will be made aware of the procedure to follow should they wish to raise a concern or complaint about an equality related matter or incident in line with the school's Behaviour Policy (see paragraph 10.5 above). The Executive Headteacher (or member of SLT with delegated responsibility) will be responsible for investigating and dealing with equality related incidents between pupils.

13.7 Parents, carers or members of the wider school community who wish to raise a concern or complain about any equality related school matter or incident should follow the procedure detailed in the school's Complaints Policy.

14. MONITORING AND REVIEW

14.1 The school will review this policy annually and will ensure that the views of all interested parties are sought in relation to the ongoing development and review of this policy.

14.2 We will evaluate the success of the school's equality work by using quantitative and qualitative data and by assessing the extent to which the school achieves improved outcomes for different groups of staff and pupils with protected characteristics.

14.3 We will monitor and regularly review all school policies, procedures and practices to ensure compliance with the Act and this policy and to assess whether any changes need to be made.

APPENDIX A

GUIDANCE ON THE EQUALITY ACT 2010 ("THE ACT")

An Overview

This guidance is provided by the school with a view to preventing pupils, staff, parents, carers and the wider school community from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is intended to create a general awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all previous anti -discrimination laws and extending protection from discrimination in some areas. The Act defines types of **unlawful behaviour** in relation to people with **protected characteristics**.The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to LINK Learning Trust as **educators**, **employers** and as **service providers.** It applies to the way LINK Learning Trust treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, LINK Learning Trust must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. LINK Learning Trust must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, LINK Learning Trust must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The LINK Learning Trust school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is theTrust Board (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees may be liable for their own discriminatory actions**.** The Responsible Body may also be liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind.

Types of Unlawful Behaviour and Protected Characteristics

Types of **unlawful behaviour** under the Act are: -

- direct discrimination,
- indirect discrimination,
- harassment,
- victimisation.

The **Protected Characteristics** under the Act are:-

- age,
- disability,
- race,
- religion or belief,
- sex,
- sexual orientation,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity**.**

All the protected characteristics apply to staff but the protected characteristics of **age, marriage and civil partnership** DO NOT apply to pupils**.** It is not a breach of equality law therefore for LINK Learning Trust to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

Direct Discrimination

This occurs when because of a protected characteristic a person treats another less favourably, than they treat, or would treat other people. Direct discrimination involves *comparing* how you treat a person with the protected characteristic compared to how you treat someone else. In most cases there is no defence to direct discrimination. Motive or intention are irrelevant.

Direct discrimination can also be **by association** (when a person is treated less favourably because of their association with someone who has a protected characteristic) or **by perception** (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

Indirect Discrimination

This occurs when a "provision criterion or practice" (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is possible to defend a claim of indirect discrimination if it can be shown that the PCP is a "proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of LINK Learning Trust, examples of legitimate aims might be maintaining academic or other standards, safeguarding or ensuring the health, safety and welfare of pupils.

Harassment

This has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is *unwanted conduct, related to a relevant protected characteristic or of a sexual nature which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.* It is also *treating someone badly because they have submitted to or rejected sexual harassment or harassment related to sex or gender*.

Motive or intention are irrelevant. Harassment is about the perception of the victim provided it is reasonable for them to feel that way.

A person does not have to possess the protected characteristic to bring a claim under the harassment provisions. Harassment can also be **by association** (harassing someone because they **associate with** someone with a protected characteristic) or **by perception** (harassing someone because you it is thought or perceived they have a protected characteristic even if that is wrong).

Victimisation

This occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done "a protected act" or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information or doing anything else under or in connection with the Act.

Additional Provisions Relating to Disability

With regard to disability, there are two further types of unlawful behaviour, these are:-

- Discrimination arising from a disability,
- A failure to comply with the duty to make reasonable adjustments.

Discrimination Arising From A Disability

This occurs when a disabled person is treated *unfavourably* because of something arising in consequence of their disability. This is unlawful unless the discrimination can be justified.

Duty To Make Reasonable Adjustments

The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. The duty applies to the way things are done, to the physical features of a school and to the provision of auxiliary aids and services. The Act extended the duty to provide auxiliary services and aids to pupils. Auxiliary aids or services are things or persons which help. Whether a school should provide an

auxiliary or service is a question of reasonableness in all the circumstances of the case. They may already be provided for a disabled pupil under the terms of their EHC Plan.

More favourable treatment for people with disabilities

The overriding principle of the equality legislation is one of equal treatment but LINK Learning Trust may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities and to comply with their public sector equality duty.

LINK Learning Trust must also carry out **accessibility planning** for disabled pupils and members of staff under the Act. With regards to pupils, LINK Learning Trust 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 school 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. With regard to staff, LINK Learning Trust are under a duty to consider alterations to physical features of the school as part of their duty to make reasonable adjustments where it is reasonable to avoid disadvantage caused by their disability.

Exceptions and Exclusions

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which LINK Learning Trust provides education, i.e. the delivery of the curriculum is not. LINK Learning Trust must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. LINK Learning Trust should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The Trust Board determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. The Trust Board should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

Faith Schools

Certain exceptions apply to the religion or belief provisions in the Act which mean that faith schools may conduct themselves in a way which is compatible with their religious ethos. Faith schools may discriminate because of religion or belief in relation to admissions and in the access to any benefit, facility or service.

Faith schools may give priority in admissions to pupils of the school's own religion although this may only be done when a school is oversubscribed. Faith schools may also choose to allocate some places to children of a specific faith if the school wishes for example to ensure a mixed intake to reflect the diversity of the local population. Any such selection would be on the basis of faith only and not on the basis of ethnic background.

There are also exemptions in relation to how education is provided to pupils in faith schools and the way in which faith schools allows access to other aspects of school life which are not necessarily part of the school curriculum. If for example, a faith school was to organise a visit for pupils to sites of particular interest to the school's faith, the school would not be discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils. Nor could a pupil of a different faith claim they were being treated less favourably because objects symbolic of the school's faith are given special status in school.

Faith schools must not treat a pupil less favourably because they do not (or no longer) belong to the school's religion. They must not discriminate in relation to other protected characteristics.

There are some specific exceptions for faith schools in relation to the employment of staff. The provisions differ for voluntary controlled and foundation schools with a religious character, and voluntary aided independent schools, academies and free schools with a religious character. Further information about the exceptions in relation to the employment of staff in faith schools can be found in the DfE's non-statutory advice for schools on the Equality Act 2010 and these are reflected in the schools' recruitment and other relevant staff policies.

Single Sex Schools

There is an exception to the sex discrimination provision in the Act for single sex schools which means that schools are able to refuse to admit pupils of the opposite sex. The exception also permits single sex schools to admit a small number of pupils from the opposite sex on an exceptional basis or in relation to particular courses or classes.

The Public Sector Equality Duty and Supporting Specific Duties

The Act introduced a single **Public Sector Equality Duty** (PSED) made up of the **general** duty and supporting **specific duties**. The PSED applies to public bodies, including all schools and academies but not independent schools.

The general duty is contained in S149 of the Act and requires LINK Learning Trust, when carrying out their functions, to have **due regard** to the need to:-

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act;

- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it;

- foster good relations across all characteristics.

Having due regard means that the Trust Board and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The first aim of the PSED applies to all the protected characteristics. The second and third aims apply to all the protected characteristics except marriage and civil partnership. The protected Characteristics of age and marriage and civil partnership do not apply to pupils.

Specific equality duties are detailed in the **Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017**. In order to comply with their specific duties, LINK Learning Trust are required to:-

- publish information to demonstrate how they are complying with their general duty;

- prepare and publish one or more specific and measurable equality objectives;

- publish gender pay gap information if they employ 250 or more employees.

LINK Learning Trust are required to update published equality information at least **annually** and to publish objectives at least once every **four** years.

The school's current equality objectives and action plan can be found in **Appendix B.**

APPENDIX B

LINK Learning Trust Equality Objectives 2022-2024

Article 2 (non-discrimination)

The UN Convention on the Rights of the Child applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

At Link Learning Trust we continuously strive to ensure that everyone is treated with dignity and respect. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Trust, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the trust feel proud of their identity and are able to participate fully in school life.

We will not tolerate discrimination or harassment or any action or conduct that contravenes the Equality Act 2010 and we will challenge any behaviour that compromises that commitment. Link Learning Trust works hard to foster good relations amongst the community and we will educate the pupils to understand and respect the views and characteristics of the diverse society that we live in. We believe that diversity is a great strength of each school in our trust, which should be respected and celebrated by all those who learn, teach and visit there.

Our Equality Objectives are detailed below. Progress towards meeting the Equality objectives will be reviewed at the end of the academic year and results will be published.

Objective 1: Improve the attendance of pupils with SEND and in particular pupils with an Education, Health and Care Plan (EHCP)

Why we have chosen this objective:

Following the COVID-19 pandemic our attendance analysis of pupils with protected characteristics has highlighted the particular difficulties pupils with SEND and in particular those with an EHCP have had in returning to a full-time education. Research across the country is indicating that this is not isolated to our particular context. We want to ensure that all pupils are provided with opportunities that are tailored to individual circumstances and for pupils and families to have the support they need in order to access their educational entitlement.

To achieve this objective we plan to:

- Design and implement a learning offer that is matched to need: universal/ targeted/ bespoke
- The Executive Team to monitor attendance of those with protected characteristics throughout the year
- SENCo to ensure those children with personalised curriculums can access/ appropriate resources
- Adopt a multi-agency approach, ensuring early intervention and the right professionals are involved (led by DHT)
- Implement the Inclusion Toolkit and monitor the impact through SEND review
- Welfare Team to monitor equality of opportunity - adapt and target support
- Add question to parental questionnaire to review how successful our approach has been

Objective 2: Ensure all pupils are provided with the support they need to make good academic progress and develop positive emotional well-being

Why we have chosen this objective:

The pandemic continues to impact the school communities in different ways. We want to ensure that every pupil is provided with opportunities to make progress in line with their personal targets. The pandemic has also brought many new and unexpected challenges to children and young people's mental health and wellbeing and this is evident in the increase in pupils with Anxiety Based School Avoidance (ABSA). We want to ensure the curriculum provides opportunities for pupils to be taught strategies to manage their feelings and emotions so that it does not become a barrier to learning or their life chances.

To achieve this objective, we plan to:

- Continue to provide pupils with high quality teaching and learning
- Further embed 'Zones of Regulation' as a tool to develop an understanding of emotional regulation
- Carefully assess gaps in pupil's knowledge at the start of the year and adjust the curriculum accordingly
- Monitor progress and attainment and ensure those pupils with protected characteristics are tracked rigorously to enable any trend to be identified and adjustments made to teaching if necessary
- Use SDQ and Boxall Profile assessments to identify baseline levels of need and post intervention outcomes
- Provide additional support and differentiated learning where needed
- Design and implement 'a child on a page' to capture the whole child-strengths and next steps
- Mental Health Policy - school offer
- Multi-agency approach/ advice and support form specialist services (e.g. CAMHS)
- Achieve the Sandwell Charter Mark by auditing the provision for social, emotional and mental health of the pupils and staff, action plan to address gaps to further develop a holistic trust-wide approach.

Objective 3: Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity

Why we have chosen this objective:

Each school in Link Learning Trust serves a diverse community of families; we want to ensure they are well represented in the curriculum we deliver to ensure all pupils feel empowered and have a positive self-image.

To achieve this objective, we plan to:

- Design and implement a trust curriculum that reflects the diverse community that we serve; high quality and inclusive
- Establish a whole-school culture driven by the Executive Team that values difference and diversity; articulated, modelled and rehearsed
- Audit the reading curriculum to ensure that it is diverse and reflective of the diverse city that we live in.

These objectives should be read in conjunction with the School Improvement Plan

APPENDIX C

Accessibility Plan

Barlow Hall Primary School

Introduction

At LINK Learning Trust, we believe that diversity is a great strength of our schools, which should be respected and celebrated by all those who learn, teach and visit here. We recognise that there are similarities and differences between individuals and groups and we strive to ensure that our differences do not become barriers to participation, access and learning; we cannot achieve equality for all by treating everyone the same. We create inclusive processes and practices, where the varying needs of individuals and groups are identified and met by building on our similarities and seeking enrichment from our differences. We promote understanding and learning between and towards others to create cohesive communities.

We recognise and accept our public sector duties contained within the Equality Act 2010 and our responsibilities to:

- Eliminate discrimination, victimisation and harassment
- Promote equality and access and opportunity within our school and within our wider
- community
- Promote positive attitudes to difference and foster good relationships between people in our
  diverse community
- Encourage participation

The Equality Act 2010 requires the school to have an Equality and Accessibility Plan which must show how the school/ Trust is:

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

Each school in the trust will draw up it's own accessibility plan. This will be published on each school's website.

In drawing up the Accessibility Plan the schools will set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to ensure that the school experience is as enjoyable as possible.

This Accessibility Plan should be read in conjunction with our accessibility and equality policy and our special educational needs policy.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Barlow Hall Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The school's special educational needs policy and publication of equality information and objectives can be found and accessed via the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be **updated annually** and reported to the governing body.

2023-2024

Priorities are directly linked to Barlow Hall's School Improvement Plan

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
Section 1- Teaching **Priority 1:** **High quality teaching of pupils with SEND**	All pupils with SEND will make progress across all areas of learning from starting points.	-Adaptations made to curriculum to support key areas of learning- specific adaptations re: visual timetables/ now and next board/ 5 point scale/ communication plan/ one-page profile) -Need is supported through well planned, structured provision (APDR/ Learning Plans- SMART targets – EHCP outcomes) -Provision map is in place (evidence-based interventions/ differentiated and modified resources) -Advice from specialist services (e.g. EP/SALT/OT) -Specific groups/ individual programmes -Parents/ carers involved with target setting/ EHA/ review 3 x year/ Advice re: Local Offer -Use of specialist tracking software B-Squared to enable accurate assessment and evidence of progress for children who do not fit the whole school model due to their learning needs. -Use of SEND Trackers for each class to monitor the progress of children on the Sen register specifically -SEND review week with SENCo, teachers to discuss individual needs of children, SENCo to advise on strategies and next steps	SENCo	Long-term	Identified children have been referred to outside agencies (including SALT, CAMHS, Educational Psychology) APDR process is in place for 4 children on Statutory Assessment Pathway

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
Priority 3: Supporting remote learning for pupils with SEND	Pupils with SEND will access remote learning and this will be adapted to meet individual needs	-Differentiated teaching videos and tasks provided for key children at an appropriate level for their learning. -Use of tapestry in individual cases in KS2 -Individual SEND home learning packs co-created with teachers and TA's to meet the needs of specific children. -Regular liaison with parents of children with SEND to gauge how children are coping/accessing the home learning. SENCo and class teacher to speak to parents and children where appropriate. Adaptations made where needed to the home learning. -Specific home learning resources made in relation to Speech and Language. SALT programmes and resources copied and sent home. SENCo to parents in delivery of specific programme. - Resources created and sent home to aid focus and behaviours for learning, such as; visual tim lines, Now and Next Board with symbols, Count down strip, task board. -Specific dyslexia resources sent home to identified families and discussion with parents. -School website updated to include resources for home learning for children with SEND.	SENCo	Short-term	Bespoke home learning packs were created for identified children on the SEND register with interest and need specific resources included. Teachers provided differentiated online lessons. Regular phone calls home to parents Specific resources were made for identified children

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
Priority 4: **Focusing on professional development**	Staff will have appropriate training to understand and meet the needs of children with SEND	-SALT training on speech and language needs/first response pack and DLD. Whole school and individual sessions with TA through DLA SLA's -Training from EP -Staff booked on appropriate training course to meet whole class, group and individual need	SENCo	Short-term	SALT/Teacher surgery SEND review week (Autumn)
Section 2- Targeted academic support **Priority 4: Planning for pupils with SEND**	SEND children will be considered during the planning process and individual learning needs met in class for the majority of the time. Children with SEND will access high quality intervention and support where needed and make progress against their baseline measures.	-Children with EHCPS have correct provision in place, teachers planning and children's timetables reflect this. –Planning considers pitch, pace, resources needed, and individual needs of children such a requiring pre-teach of vocabulary, opportunities to revisit concepts and sequential learning. -Staff are able to RAG rate children against SALT indicators and implement appropriate intervention from the 'First Reponses Pack' under Guidance from the SENCO. -Implementation of SLA for Speech and Language Therapy. SALT program and advice to be carried out by TA's and teachers. -Teacher/SALT surgeries to discuss intervention/support -Evidence based interventions such as Numbers count used, including base line assessment of number age. Progress and appropriateness of intervention are reviewed regularly; interventions are need driven rather than children slotting into pre-existing groups.	SENCo	Short-term	

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
		-key children are picked up for Reading Recovery with specialist reading teacher who feeds into teacher planning. -SENCo supports with planning where appropriate			
Section 3: Wider strategies **Priority 1: Supporting pupils mental and emotional wellbeing**	Whole school approaches to positive mental health and wellbeing will be developed which meet the needs of pupils	-Communication Plans created to identify children's behaviour along the 'arousal curve' and staff responses to behaviour displayed -Mental Health Champion training promoted to staff. SENCo to complete Mental Health Champion training. -Place-to-be intervention for identified children. -children have access to calming activities and have their sensory needs met.	SENCo	Long-term	Place-to-be in place, identified children part of intervention 'time to think' Occupational therapist has provided intervention for LKS2 during 'lockdown' Key vulnerable children within the group. Occupational therapist has completed assessment of key identified children, advice given to teachers and parents.
Environment and resources	Identified pupils will begin to emotionally self-regulate (access to sensory room/ OT assessment/program/resources)	-Through regular liaison with SENCo class teachers meet the sensory needs of identified children by providing the appropriate resources needed. For example, fiddle toy, sensory diet, sensory circuit, movement breaks, weighted resources. –Children are referred to Occupational therapy as appropriate -Teachers are familiar with the 'Zones of Regulation' and whole class strategies are used to encourage identification/labelling of emotions. Age appropriate self-regulation techniques are taught and	SENCo	Long-term	Sensory room in place Specific resources ordered for key children by SENCO (wobble cushions, weighted vests, weighted blankets, fiddle toys, sensory toys etc)

Priority area	Outcome	Strategy/ provision required to meet the outcome	Responsibility	Timescale (Short-term/ long-term)	Progress
		facilitated for whole class and individuals. Staff all use consistent language and visual resources. -Children have a safe space/adult when needed such as the sensory room, specific 'chill out' area in class. -The classroom environment is adapted to suit the needs of the children. Eg Continuous provision for KS1, low stimulation environments. Distraction free desks etc.			

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed.