



Tibberton CE Primary School and
St Lawrence CE Primary School Federation

Equalities Policy

including Equality Targets and Accessibility Plans

Revised: Summer 2020

Consultation with staff and Governors

and adoption of policy: Summer Term 2020

Review date: Summer Term 2021

Tibberton CE Primary & St Lawrence CE Primary Federation Equality Policy

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1. Mission statement

At both Tibberton CE Primary and St Lawrence CE Primary, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, 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 to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Why we have developed this Equality Policy

This Equality Policy brings together all previous policies, schemes and action plans around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Related Policies include:

Teaching and Learning

Early Years Foundation Stage

Health and safety

Special Educational Needs and Inclusion
Child Protection and Safeguarding
Behaviour for Learning
Anti-Bullying
Educational Visits
Curriculum
Religious Education
P.S.H.E and PCLIMB including SMSC and British values
PE
Responsible computer use

Related guidance includes:

Staff Handbook
Safe use of IT
Code of conduct
Keeping children safe in education

2. Mainstreaming equality into policy and practice

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

Teaching and learning

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

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

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour for Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Meadows Primary School and Nursery.

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

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

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

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

Actions to ensure this commitment is met include:

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

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with the Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below.

4a. Race Equality

- This section of the plan reflects the general and specific duties of schools as detailed in the Equality Act 2010
- The Equality Act (2010) requires us to have due regard to the need to:
 - Eliminate racial discrimination;
 - Promote equality of opportunity
 - Promote good relations between people of different racial groups

Under our specific duty we will:

- Agree equality objectives, monitor the progress towards them and review annually;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

Definition of disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day-to-day activities'. Some specified medical conditions, HIV, Multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

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

Under our specific duty we will:

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

Reasonable Adjustments and Accessibility Plans

- We take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding physical features, for example steps.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility plans which will
 1. Increase disabled pupil's access to the school curriculum. (See also: curriculum and SEND Policies).
 2. Improve the physical environment.
 3. Improve provision of information.

The duty is an anticipatory and continuing one that school owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school plan ahead where possible making any reasonable adjustments.

4c. Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote

equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

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

Under our specific duty we will:

- Agree equality targets which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2010 makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

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

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Face to face discussions with parents, daily contact.
- Input from staff through staff meetings / CPD;
- Feedback from the school councils, Safety Teams, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the head teacher

- It is the head teacher's role to implement the school's equality objectives and s/he is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the equality objectives, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to these objectives, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the schools' equality targets.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Pupils

- All pupils will refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors

- To be aware of and comply with the school's equality policy.
- To refrain from engaging in discriminatory behaviour on school premises.

7. Tackling discrimination

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

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

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

What is a discriminatory incident?

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

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

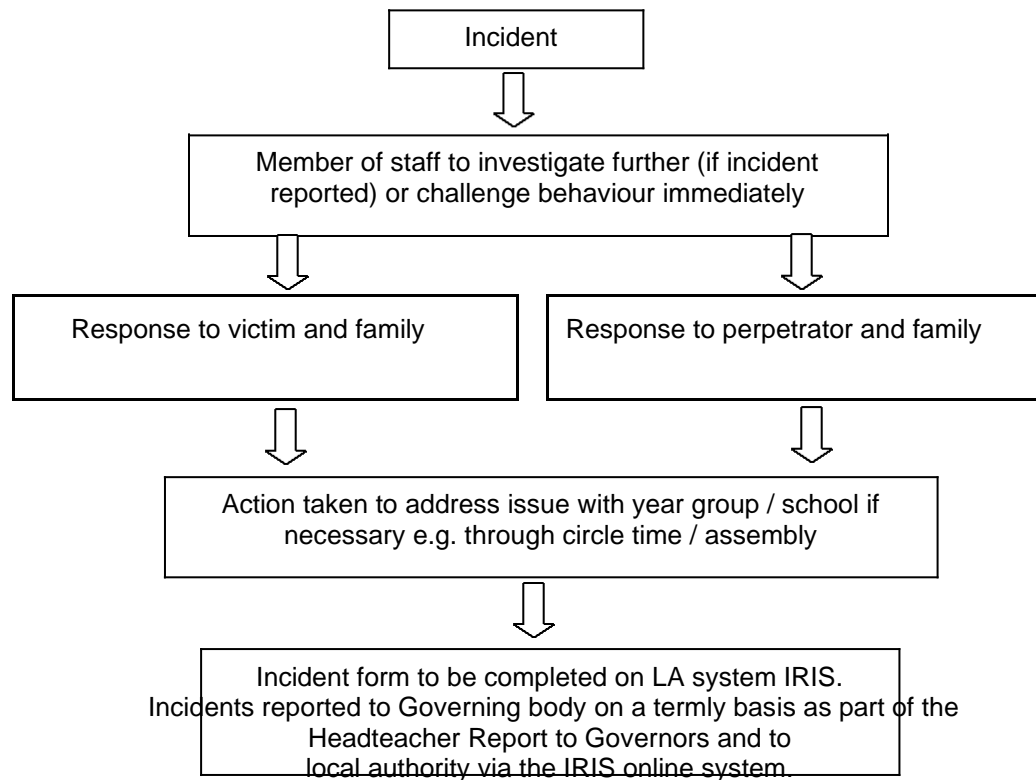
Types of discriminatory incidents that can occur are:

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

Responding to and reporting incidents

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

Our procedure for responding and reporting is outlined below on the following page:



8. Review of progress and impact

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

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

9. Publishing the policy and targets

In order to meet the statutory requirements of the Equality Act 2010 we will:

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

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the schools' equality targets ;
- The talents of disabled pupils are recognised and represented in after school clubs and extra - curricular activities.
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as Nic & Tim breakfast and after-school club take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the equality policy and targets through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS The

school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;

- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action

ELIMINATING DISCRIMINATION AND HARASSMENT The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the Governor Statement to parents on the effectiveness and success of its equality policy.

Equality Targets for Tibberton CE Primary School & St Lawrence CE Primary School Federation

The Equalities Act (2010) requires that schools and other public services show that they are advancing the equalities agenda by publishing objectives that are specific and measurable.

At Tibberton CE Primary School & St Lawrence CE Primary School, we are committed to ensuring that our targets reflect the school Christian ethos and values, assisting all pupils to achieve their maximum potential in a highly supportive and nurturing environment.

Our equality targets are as follows:

1. Pupils who are entitled to Pupil Premium Grant will achieve levels of attainment that are in line with all pupils nationally.
2. Pupils with SEND will have progress at least in line with all pupils.
3. To minimize the attainment gaps between boys and girls through the school, so that by the end of KS2 they are broadly equal.

Additional Information

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and other settings:

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics. The eight protected groups relate to race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief and sexual orientation.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. To foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Accessibility Plans

Tibberton CE Primary School

| | Targets | Strategies | When? | By whom ? | Evaluation / outcome |
|-------------------|--|---|------------------------|---|----------------------|
| Short Term | Elements 1,5 To maintain up to date information on disability/specific needs for the staff, pupils, parents and others using the service. | <ul style="list-style-type: none"> ▪ Check and review admissions information ▪ Regular newsletter requests for information from parents ▪ Access to disabled parking spaces for persons other than pupils- newsletter reminder to parents about the agreed protocol. ▪ Review the use of a standard trip/visit form. | Autumn Term 2020 | Head /Admin LM/HO /RT SEND co | |
| | Elements 2,3,4 Increase awareness of disability and further promote a positive image | <ul style="list-style-type: none"> ▪ Pupil Voice Council/pupils, to choose a charity to support throughout the year, linked to disability (eg. Hearing Dogs, Guide Dogs for the Blind) Reference to RRS Award ▪ Where appropriate, share information in school/school community, with regard to disability, in order to support and increase understanding. ▪ Review of the PSHE/PCLIMB curriculum to explicitly include Disability Discrimination Act and links to British Values (equality) | Autumn Term 2020 | PV Council MB/JM RT SEND co All teaching staff | |
| | Elements 1,6 Ensure staff always adequately trained for their support role, including safeguarding and have access to support quickly when | <ul style="list-style-type: none"> ▪ Identified staff to support pupils have specific training to meet the pupil needs. ▪ Regular feature of staff/support staff meetings; requests for training, discussion of pupil needs. ▪ Support from Multicultural Development Team and LSAT/Ed Psychologist: training and | Termly and as required | Head RT-SEND co | |

| | | | | | |
|--------------------|---|--|--|----------------------------|--|
| | required. | <p>development for staff.</p> <ul style="list-style-type: none"> All staff involved in appropriate information sharing Secure effective Risk Assessment for specific pupils eg Ed Visits, PEEPs. | | | |
| | <p>Elements 1,6</p> <p>Ensure parents of pupils with disabilities feel secure and supported</p> | <ul style="list-style-type: none"> Strategies for engagement with parents of pupils with disabilities in place: regular contact, support and review of plans to enable full inclusion-effective SENDco Establish strong professional relationships. Ask parents to comment on the service- seek parental views at every contact. Parents view included in all reviews of provision. | Termly and as required | Head RT-SENDco | |
| | <p>Element 6</p> <p>Ensure all service users have a route to inform school of their needs, and for the school to be ready to respond.</p> | <ul style="list-style-type: none"> Maintain good links with the Hadley and Wrekin Hub support teams/ T&W SEND Team and the Newport School and Family Liaison Officer to access support services quickly. Website SEND Information Page, local offer, SEND Policy and Medical Conditions Policy are reviewed regularly and are up to date. | Termly and as required | Head RT-SENDco | |
| Medium Term | <p>Elements 1,5,6</p> <p>Maintain readiness to support disabled pupils/staff who join the school.</p> <p>Ensure parents of pupils with disabilities feel secure and supported</p> <p>Maintain awareness of the support available for all service users ie. cluster services, safeguarding.</p> | <ul style="list-style-type: none"> Maintain good links with the Hadley & Wrekin Hub support team/T&WCouncil SEND Team to access support services quickly. SENDco attend SEN updates Accessibility: all areas of the school are wheelchair accessible Disabled toilet fitted with hoist from Sept 20. All staff have dyslexia training, two staff hold ELKLAN certificates, one member of staff is ELSA trained. All staff have attachment and trauma training to support mental health an wellbeing. Continue to seek training opportunities for issues which occur regularly in classes eg ASD, dyspraxia, visual and hearing impairment. Maintain website information. | Ongoing Autumn 2020 | Head RT-SENDco | |
| Long Term | <p>Elements: 1,2,3,4,5,6</p> <p>Fully accessible curriculum for all pupils supported by well trained staff.</p> | <ul style="list-style-type: none"> Keep up to date with disability legislation and changes to the curriculum Effective preparation of materials for pupils undertaking end of KS1&2 SATs to enable full access via the required route Review PSHE/PCLIMB curriculum kept up to date | Ongoing Through out the curriculum update | Head SN-Head of School RT- | |

| | | | | | |
|-----------------------|---|--|------------------------------------|-----------------------------|--|
| | | re DDA and British Values. | 20/21 | SEND co | |
| Elements 1,5,6 | Secure finance and resources to support a stepped system for parents to access help when required | ▪ Maintain good links with the Hadley & Wrekin Hubs support teams, T&W Council SEND Team and the Newport School and Family Liaison Officer to access support services quickly. | Budget setting Spring 20/Spring 21 | HO SN/ Head of School | |

St Lawrence CE Primary School

Action Plan 1

| Increasing Physical Access to and Within the School | | | | |
|--|--|---|--|----------------|
| TARGET | STRATEGIES | OUTCOME | TIME FRAME | GOALS ACHIEVED |
| Maintain ramps on inclines within the school grounds. | Termly H&S walkabouts to highlight any problems with surface or structure. | Ease of access for wheelchair users onto school premises. | Termly- ongoing/ maintenance as and when needed. | In place |

Action Plan 2

| Improving Curriculum Access | | | | |
|---|--|--|--|-----------------|
| TARGET | STRATEGIES | OUTCOME | TIME FRAME | GOALS ACHIEVED |
| Provide in class support materials: Quality First Teaching for all including SEND pupils. | Training for staff: dyslexia, precision teaching Support resources in each class | All staff able to effectively support pupils as part of the graduated response. Improved outcomes for pupils. | Academic year 2019/20 | Partly in place |
| Provide training in manual handling. | Liaise with experts/ LA – provide training for staff | Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment to assist. | Dependent on training course from LA H&S | In place |
| Administering Medication. | Review procedures and practices based on LA guidelines. | Minimum administering in school. Cleaner and safer practices. New area for medical treatment | Reviewed policy regularly | In place |

Action Plan 3

| Improving Written Information and Signage | | | | |
|--|---|---|---|----------------|
| TARGET | STRATEGIES | OUTCOME | TIME FRAME | GOALS ACHIEVED |
| Written material for pupils available in alternative formats when necessary. | Research services available through the LA/ Feeder High Schools for converting written information (including signage) into alternative formats, including Braille. | School able to provide written information in different formats as and when required for individual purposes. | As and when appropriate. | In place |
| Make available school prospectus, newsletters and other information for parents in alternative formats when requested. | Review all current school publications and promote the availability in different formats for those that require it (e.g larger text etc) | All school information available to all. | As and when appropriate. | In place |
| Signs clear and helpful to all users. | Improve signage throughout the school and entrance. | Signs in and around school give clear guidance to all students, staff and visitors. | Regularly reviewed and updated as and when appropriate. | In place |

Tibberton CE Primary School & St Lawrence CE Primary School work to ensure the full range of opportunities are available to all pupils and staff regardless of disability, gender or ethnicity. Our current Action Plan/s ensure that the school is fully accessible to all its users. CPD for staff is provided as needed to ensure the most effective provision is made.

During January and February 2020, Tibberton CE Primary School and St Lawrence both undertook a successful external Whole School SEND Review, including the views of parents and staff, the systems and procedures in place and the impact of the work we do to secure effective inclusion and equality opportunity.

