



# **Schools' Single Equality Scheme**

**2016 - 2019**

**Haymerle School**

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## **Introduction**

This Schools Equality Scheme (SES) is a combined scheme designed to meet the Race, Disability, and Gender Equality Duties, as well as the requirements of the law for Religion and Belief and Sexual Orientation. Our School Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender, and homophobic incidents.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

## **School profile and values**

Haymerle School located in Peckham in Southwark is a Specialist Primary Provision for Pupils with a diagnosis of Autism and complex learning needs we support pupils from the whole borough and from neighbouring boroughs and provides placements for pupils from across Southwark's diverse ethnic minority communities. Young people from many minority ethnic communities attend our school.

At Haymerle School we are committed to

- Tackling race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

## **The Race Duty and Community Cohesion**

**Haymerle School** recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000 (RRA). Since the 31<sup>st</sup> May 2002 we have had in place a written statement of our Race Equality Policy included in our Equal Opportunities Policy, and we have implemented the arrangements for developing a Race Equality Policy to meet the General Duty.

The purpose of our Race Equality Policy (REP) is to help us to:

- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Expand access across all communities and in all areas of school activity.
- Eliminate unlawful racial harassment.
- Ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our REP into practice, and it is part of the School Development Plan.

The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our REAP will form part of the School Equality Scheme

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

Haymerle School Race Equalities Policy is included within the schools Equal opportunities policy. This policy is reviewed annually.

Haymerle School Race Equality Action Plan is attached to the Equal opportunities policy document with priorities relating to the whole school, policy pupil progress and attendance and parent support.

## **Community Cohesion**

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

### **At Haymerle School we**

- Create a sense of shared values through having agreed policies in place to promote equal opportunities within the school and foster school ethos that values the contribution of all.
- Promote pupil sense of shared responsibility and community through the school curriculum PSHCE, RE, Geography and Literacy and through extra curricular activities that promote a positive relationship between the school and the local community.
- Promote the schools commitment to fairness and trust through school policy, school curriculum (PSHCE curriculum, schools behaviour management policy, whole school rules in place, termly monitoring of incidents) and impact and incident monitoring.
- Policies in place that support pupils and staff in recognising all members of the school community are valued and treated with respect. (Equal opportunities Policy, Behaviour management policy, Whistle Blowing Policy.)
- Regular monitoring in place to ensure that possible areas for development or improvement are identified and action plans in place to improve practice as needed.

## **The Disability Equality Duties**

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and pupils by disability.
- Have a Disability Equality Scheme (DES).

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. (Evident in Schools Accessibility Plan 2010 -13)
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (Evident in Schools Accessibility Plan 2016 -19)
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled. (Evident in Schools Accessibility Plan 2016 -19)

### **At Haymerle School**

Pupils have been involved in developing the scheme

- through teacher observation of pupils needs in relation to their enjoyment and participation in the school curriculum and extra curricular activities
- through monitoring pupils behaviour (Via incident book monitoring) as part of termly monitoring.
- pupils feedback and comments during lessons e.g. PSHCE lessons on 'Topical Issues'
- pupils comments and participation in whole school events (Open days, parties, community activities e.g. fund raising etc)

*Guidance - schools are not required to do anything under the scheme that is unreasonable or impracticable.*

## The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

### **At Haymerle School**

- We monitor pupils annual progress in relation to their gender. Subject and senior managers monitor pupils data closely and are aware of their responsibility to monitor individual pupils progress in relation to gender as well as other areas of Equalities monitoring

*Where necessary individual targets will be put in place relating to individual pupils or group of pupils where monitoring identifies any possible issues to be addressed relating to gender.*

- Issues of gender stereotyping are addressed throughout the school curriculum with teachers aware through school policy and through the school curriculum of their responsibility to promote positive images on men and women and celebrate the achievement of all.
- Through relevant school policies issues relating to domestic violence are addressed e.g. Issues of how to treat each other and how others should treat us are met in the schools PSHCE curriculum, in the schools rules and behaviour management policy. The schools safeguarding policy provides clear guidance for staff regarding concerns about issues of domestic violence.
- The schools e safety policy and equalities policy provides support and guidance for staff regarding how to manage situations where pupils may access images where women may be demeaned or objectified accidentally. The school seeks to promote positive attitudes to women throughout the curriculum and will work individually with children where it is felt they have had access to material that is not acceptable. This will be done on an individual basis with the support of the pupils parents and differentiated according to each childs individual level of learning disability



## **Religion and Belief**

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

### **At Haymerle School**

The following policies and learning activities in place to promote equality for people based on their religion, belief and non belief

- Equal opportunities policy
- RE Policy
- RE Curriculum (Southwark agreed Scheme)
- PSHCE Policy
- PSHCE Curriculum

## **Sexual Orientation**

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

### **At Haymerle School**

The following policies and learning activities in place to promote equality for people based on their sexual orientation.

- Equal opportunities policy
- PSHCE Curriculum
- Equalities statement in all policies

## Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

The following policies and learning activities in place to promote equality for people based on their age

- Equal Opportunities Policy
- Relevant HR Policies including Respect at Work Policy
- PSHCE Curriculum
- Equalities statement in all policies

## Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Southwark Council.

At Haymerle School we will ensure our commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation through

- Recording and monitoring of incidents on the grounds of race, disability, gender, religion or belief and sexual orientation
- Reporting incidents in line with Southwark procedure (e.g. participation in termly monitor of racial incidents)
- Annual review of relevant policies including Haymerle School Anti Bullying policy and Equal opportunities Policy.
- Staff training as appropriate and policy review in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment including policy review and staff discussion.

## **Employment Practices**

We ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

At Haymerle School we ensure that we observe and implement the principles of equal opportunities in employment, specifically;

Adopted Southwark policy on Recruitment, selection and Induction of Staff

Whole School Policy in Place for Staff Performance Management

Monitoring in place with regard to

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances
- Grievance
- Disciplinary
- Harassment
- Discrimination

Workforce monitor reviewed by personnel committee - recommend action to FGB as appropriate

Regular Human Resources Audits conducted by Southwark HR to support and develop good practice.

## **Equality Impact Assessment**

We review key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation.

At Haymerle School the Senior Management team and Curriculum Committee will assess the impact of current policies and procedures as being relevant to meeting the duties set out under race, gender, disability and religion or belief legislation.

EIAs that will be carried out between 2016 and 2019

Curriculum Statement

Admissions Policy

Anti Bullying Policy

Equal opportunities Policy (Including REAP)

Behaviour Management (Including Incident Monitoring)

Attendance Policy (Attendance Monitoring)

Recruitment, Selection and Induction Policy and procedures (Including monitoring data)

Parents day Attendance Data monitoring and impact

Exclusion (Policy and data monitoring)

Accessibility Plan

Pupil Progress

## **Consultation and Information**

At Haymerle School in deciding upon our Equalities Scheme objectives we have involved Stake holders in the following ways using appropriate data from a wide range of relevant sources including:-

- a. pupil behaviour and incident monitoring
- b. pupils care and behaviour plans
- c. feedback from pupils in lessons
- d. parental attendance figures at open days and events
- e. parental feedback from questionnaires
- f. parental feedback from review meetings
- g. parental feedback from courses and parent support group meeting
- h. parent governor feedback
- i. staff meetings
- j. attendance data
- k. Workforce monitoring data
- l. consultation with curriculum committee
- m. consultation with whole governing body

Data and monitoring

Assessment data (comparative data re pupil progress)

Attendance data (pupil, parents meetings, behaviour monitoring, incident monitoring-exclusions, racist incidents etc)

Stakeholders will continue to be consulted on current and future action planning.

Guidance

*The extent of consultation should be appropriate to the size, remit and resources that are available.*

*The focus of the consultation must be on equal opportunities and the consultation process must give adequate attention to issues of gender, disability race, religion and sexual orientation issues.*

*The school needs to take into account the preferred means of communication for those whom they are consulting.*

*The school will need to ensure it involves a range of stakeholders and hears a range of views.*

## **Equality Scheme Objectives**

At Haymerle School we have formulated and specific, measurable objectives using evidence collected and consultation in relation to gender, race, disability, religion or belief and sexual orientation.

We recognise that it is the actions resulting from a policy statement such as this is what makes a difference.

Every three years accordingly we will agree an action plan within the framework of the overall school improvement plan and whole school processes of self evaluation, setting out the specific objectives we shall pursue. The objectives which we identify will take account national and local priorities and issues as appropriate.

We will keep our equalities objectives under review alongside the REAP and Accessibility plan and report annually on progress towards achieving them

## **Roles and responsibilities**

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

### **At Haymerle School**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related action plans are implemented.

The head teacher is responsible for making sure that all staff are aware of their responsibilities and are given appropriate training and support: and for taking appropriate action in the case of any unlawful discrimination.

A senior member of staff has day to day responsibility for co-ordinating and implementing this policy

All staff are expected to

1. promote an inclusive and collaborative ethos in their classroom
2. deal with any prejudice – related incidents that may occur
3. plan and deliver curricula and lessons that reflect the principles embedded in this policy
4. support pupils in their class and across the school for whom English is an additional language
5. Keep up to date with equalities legislation relevant to their work.

## Action Plan 2016 to 19

	Current	Target	Actions	Responsibility	Deadline	Review
<b>Promoting Equality of Opportunity of Service users</b>	Equalities statement in policies	New policies under review to have up to date Equalities Statement	Include as part of review cycle	Senior managers and Integrated learning Co-ordinators	July 2019	Policies reviewed by Governors on 3 year cycle and some by staff every year as appropriate
	Whole school curriculum includes opportunities for promoting Equality of opportunity.  Whole School assemblies promote positive attitudes.	Middle leaders to be well informed of Equal opportunities Issues relevant to their area of policy and practice and work with colleagues to promote EQOP through and across their area of responsibility.  Identify regular opportunities to raise awareness of equal opportunities issues including whole school events and activities.  To encourage broad participation by service users.	Class teachers Plan EQOPs focused activity / celebration per term or whole school focus that raises awareness / promotes positively issues relating to equality issues.  Plan and Promote events to further celebrate positive attitudes including specific cohorts where these are identified as under represented at events  Monitor parent participation at coffee mornings, parent training sessions, formal meetings and social events.	Class teachers to plan and Integrated learning Co-ordinators to monitor  Plan a calendar identifying EQOps links across the S.O.W.  Parent Support administrator promote events with parents and report monitoring outcomes to SLT	TBC July 2018  Reports to Curric Com 2016 /19	Reportsto Curric committee FGB  Monitor attendance and identify development targets as needed C C
	<b>Current</b>	<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Review</b>
<b>Eliminating Discrimination</b>	Policy in place  Nil return identified through monitoring of relevant books	Maintain Nil / low return re incidents relating to discrimination.  Extend monitoring of incidents if needed.  Increase capacity of admin team to take on responsibility of monitoring and reporting re staff data.	Termly monitor of pupil incidents – Ethnicity / gender / other  Termly Monitor of pupil attendance by ethnicity and Gender  Annual monitor of pupil progress (Gender, ethnicity, FSM, Pupil Premium)  Annual monitor of staff information - Workforce report to Personnel Committee	SMT and Admin team / Bursar	Annual workforce monitor	Yearly review by Governing Body
	<b>Current</b>	<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Review</b>
<b>Eliminating Harassment</b>	Policies are in Place  Staff code of Conduct  Harassment, whistle blowing  Respect at Work  Monitoring of incident book  Monitoring of Exclusions	Nil return of bullying/ harassment/ racial incidents  Identified through monitoring of relevant books  Staff well-being questionnaire	On-going cycle of policy review by Governing body  On-going policy review by Staff  Key policies highlighted to new staff during induction  Identify suitable staff questionnaire (staff well-being?) to introduce	SLT  relevant committee and FGB	3 year review by Committee 2016 -2019  Annual review with staff 2016 - 2019	Feedback to curriculum and personnel committee and FGB as appropriate (HT reports)
	<b>Current</b>	<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Review</b>
<b>Promoting Positive Attitudes</b>	Equal Ops Statement in curriculum policies.	To make better use of available resources particularly ICT to promote positive images	Update Website  Each class to provide images and information	ICT Manager working with class teachers and link	2016 -19	Feedback from website users.

	<p>Pupils work celebrates in class and around the school.</p> <p>Pupils success celebrated in good work assembly and end of term awards</p>	<p>of the pupils work and activities with parents/ carers / visitors.</p> <p>Teacher planning documents to include evidence of Equal opportunities. (see above link with new Dimensions SOW)</p>	<p>celebrating the good work for each half term.</p> <p>General news and website information celebrate and promote equal opportunities issues and focus</p> <p>Good information share to widest audience via the school website e.g. curriculum activities and extracurricular activities</p> <p>Wow boards in every class- celebrating success of all pupils.</p> <p>Subject managers to monitor for and promote evidence in plans and pupils work of promoting positive attitudes and images of pupils.</p>	<p>Governor.</p> <p>All staff to contribute information</p> <p>Class teachers</p> <p>Class teachers</p> <p>Integrated Learning Co-ordinators</p>	<p>Half termly</p> <p>Half termly</p> <p>Termly</p> <p>Half termly</p>	<p>Add to parent questionnaire</p> <p>Named Governor to liaise with Assistant head teacher for discussions about website.</p> <p>Link Governor to feedback to GB at committee as appropriate.</p>
	<b>Current</b>	<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Review</b>
<b>Encouraging Participation in Public Life</b>	<p>Links at Year 5 and 6 with secondary special schools</p> <p>Speech Bubbles project with mainstream link is ongoing since 2014</p> <p>Link with Local Supermarket Currently most classes make regular visits to local supermarket</p> <p>Link with Local Library Currently most classes make regular visits to local supermarket</p>	<p>Develop Secondary transfer activities to better facilitate transition to an appropriate placement and better support pupils, parents and receiving school in this process</p> <p>Extend number of opportunities for pupils at Haymerle School to access local facilities for regular opportunities to generalise skills e.g. trips to B&amp;Q linked to gardening work</p> <p>Develop opportunities for more joined up activities with neighbouring schools to support greater links with mainstream pupils</p> <p>To work with Southwark and other environmental agencies to develop school links with local community developing use of garden and outside space</p> <p>Develop opportunities for Haymerle pupils to work collaboratively with mainstream pupils in local community</p>	<p>PSA to develop links with Southwark Secondary School to facilitate parent meetings / visits.</p> <p>Class teachers (in Ys 5 and 6) collaborate on joint (Upper key stage 2 phase group) activity with secondary colleagues – gardening, cooking etc..</p> <p>Commit funding from school budget to continue Gardening and Speech Bubble projects for 2016-19.</p> <p>Extend gardening project to encourage greater links with wider community.</p> <p>Outreach work with local school including Speech Bubble joined up project. Arts projects e.g. CREATE, Gardening with local community or schools</p> <p>Delegate key actions to integrated learning Coordinators to take lead role in developing extended school activities</p>	<p>Lead teacher and Link Governor</p> <p>Class teachers supported by PSA and SLT as needed.</p> <p>HT working with lead teachers / staff and Class teachers</p>	<p>July 2019</p> <p>July 2019</p> <p>July 19</p>	<p>Link Parent Governor to come to coffee mornings, to join secondary transfer visits if possible, gather parent feedback and report to committee.</p> <p>Review impact of school funds invested in PSA – Monitor attendance, question on parent questionnaire, feedback sheets to PSA.</p> <p>Monitor pupil participation in various projects including gender / ethnicity and disability</p> <p>Governor participation / visits to attend Speech Bubble, gardening other arts activities in school</p>

	Current	Target	Actions	Responsibility	Deadline	Review
<b>Taking Steps to meet disabled peoples needs</b>  <b>(Link Accessibility Plan)</b>	<p>Pupils have access to a broad and balanced curriculum and a wide range of facilities.</p> <p>Pupils have access to SALT supporting their statement /EHCP delivery.</p> <p>2 days LA 2 days school funded Pupil Premium link to 1 day</p> <p>Pupils have access to OT supporting their statement /EHCP delivery.</p>	<p>Further extend pupils access to additional therapies</p>	<p>Focused training to ensure all staff have good capacity to understand how to deliver communication and Sensory targets as identified by therapy support team.</p> <p>Introduce Attention Autism as whole school strategy to promote engagement by all pupils and shared attention</p> <p>Seek external feedback through autism accreditation of our strengths and areas for development</p>	<p>-Integrated Learning Co-ordinators and Phase leaders working with SALT/OT to develop multi-disciplinary approach – plan staff-development cycle</p> <p>AHT working with Integrated Learning Coordinators and Phase leaders. Work with relevant outside agencies.</p>	<p>2016 -19</p> <p>2016 -2019</p>	<p>Report to Curriculum Committee each year</p> <p>Link Governor to support.</p> <p>Amendments may be needed following feedback after initial assessment through Autism accreditation. External verification of strengths and needs.</p>
	<p>2 days school funded Pupil Premium link to 1 day</p> <p>Music Therapy – 1 day Pupil premium</p>	<p>Extend pupils access to appropriate assistive technologies</p>	<p>Staff training to improve use of appropriate assistive technologies.</p> <p>Replace IWB with touch screen over phased project.</p> <p>Develop use of Tablet / iPad technology to support</p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Curriculum access</li> </ol> <p>Facilitate pupil access to appropriate computers in the classroom (touchscreen with integrated computer to minimise distractions)</p> <p>Upgrade Sensory room to better meet the needs of pupils with ASC</p>	<p>ICT manager</p> <p>Link with similar schools to share knowledge and expertise / experience.</p>	<p>2016 -2019</p>	<p>ICT manage to provide GB with audit of ICT resources and ratio to monitor pupils access to appropriate ICT in school.</p> <p>Link Governor to support</p>
		<p>Improve access for pupils/ others with disabilities to nature garden and allotment space</p>	<p>Provide pupils and visitors with safe and appropriate access to School garden / allotment</p>	<p>Lead teacher working with premises manager</p>	<p>2016 -2019</p>	<p>Link Governor to support</p>



**Monitoring and reporting – to be published on Website**

	<b>Target 16/17</b>	<b>Target 17/18</b>	<b>Target 18/19</b>
<b>Promoting Equality of Opportunity of Service users</b>	100% attendance at Parents meetings	100% attendance at Parents meeting  <i>To Maintain high % parent attendance at Foundation and KS1</i>  <i>Focus on supporting KS2 parents where attendance is lowest- Additional target to raise KS2 attendance to 80%</i>	100% attendance at Parents meetings  <i>To Maintain good parent attendance at Foundation and KS1</i>  <i>Focus on supporting KS2 parents where attendance is lowest- Additional target to raise KS2 attendance to 85%</i>
<b>Outcome</b>	Parent attendance over x3 terms Foundation Stage: 95% Key Stage 1: 88% Key Stage 2: 71%		
<b>Eliminating Discrimination</b>	Nil return in incident / monitoring regarding racist Incidents	Nil return in incident / monitoring regarding racist Incidents	Nil return in incident / monitoring regarding racist Incidents
<b>Outcome</b>	<b>Achieved</b> – continue to monitor and promote positive reinforcement of school policy, procedure and monitoring. Report incident information as needed		
<b>Promoting Positive Attitudes/ Encouraging Participation in Public Life</b>	100% pupils access learning opportunities beyond the school	100% pupils access learning opportunities beyond the school  <i>100% pupils to participate in whole school themed topics promoting community values</i>  <i>100% of pupils to participate in 'fun days' e.g. Chinese New Year, Samba Drumming World book day.</i>  <i>100% pupils to participate in performance for parents / carers – Christmas Celebration, Summer Festival</i>  <i>100% pupils to experience animal petting day/s</i>  <i>50% pupils at Key 2 to participate in activity shared with Mainstream Pupils (TBC)</i>	100% pupils access learning opportunities beyond the school  <i>100% pupils to participate in whole school themed topics promoting community values</i>  <i>100% of pupils to participate in 'fun days' e.g. circus day, world book day.</i>  <i>100% pupils to experience animal petting day/s</i>  <i>100% pupils to participate in activity shared with Mainstream Pupils (TBC)</i>
<b>Outcome</b>	<b>Foundation Stage –</b> 100% pupils attending curriculum outings in local area (Park, ASDA, Library)  100% participation in Carnival Day  Also  <b>Key Stage 1:</b> 100% pupils attending regular visits to Supermarket or Library, Carnival Day, Positive attitude Activities (Circus day, African Drumming )  <b>Key Stage 2:</b> 100% pupils attending either library or supermarket for		

	<p>outings, Carnival Day , Positive attitude Activities (Circus day, African Drumming )</p> <p>32% of upper Key stage 2 attending Speech Bubble or joint art project with mainstream school</p>		
<b>Taking Steps to meet disabled people's needs</b>	<p>Extend pupils access to appropriate assistive technologies</p> <p>Further extend pupils access to additional therapies</p>	<p><i>Extend pupils access to appropriate assistive technologies –</i></p> <p><i>Further extend pupils access to additional therapies –</i></p> <p><b>100% staff trained in Attention Autism and Intensive interaction</b></p> <p><i>Improve access for pupils/ other partners with disabilities to nature garden Veg Growing area</i></p> <p><i>Develop physical access to areas for gardening</i></p> <p><i>Develop staff skills and confidence in garden skills and curriculum links</i></p>	<p><i>Extend pupils access to appropriate assistive technologies</i></p> <p><i>Increase use of assistive technology to support pupils' communication</i></p> <p><i>Further extend pupils access to additional therapies –</i></p> <p><b>100% staff trained in Makaton</b></p>
<b>Outcome</b>	<p><b>Assistive Technology</b></p> <p>100% pupils have increased access to ICT to support learning and communication.</p> <p>New I pad in every class to support learning</p> <p><b>Additional Therapy</b></p> <p>SALT Training for all staff – PECS 100% staff teachers and TA's</p> <p>100% pupils IEP targets supported by Speech and language Therapists 2016/17</p> <p>OT training – Training for all staff- Sensory needs 100% staff teachers and TA's</p>		

### **Reporting and reviewing the scheme and Publication**

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

The Schools Equality Scheme is published as a separate document and is available on request.

Haymerle School Single Equality Scheme will be available for parents / carers and other interested parties via the schools website or on request.

The school governors will delegate reviewing progress against objectives to the appropriate committees responsible for specific areas e.g. premises or curriculum. The Full Governing Body will review the Action plan annually. Reviews of the Scheme will inform the school setting any new priorities and new action plans for the next Scheme.

Parents will receive a copy of the schools action plan and the school will report on progress towards action plan targets through the school profile annually at the end of each school year and through the school newsletter through out the year.

Guidance-*The report on the scheme may be in a separate document, or as part of another document.*