

Haymerle School Equalities Scheme **2019 – 22**

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties

Schools have a general duty to

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Haymerle School Statement on Equality

Haymerle School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan which can be found on our website

Haymerle School Information

Pupil population: 63 pupils on roll

Gender

- 74% Male
- 26% Female

Ethnicity

- BAFR 37%
- BCRB 11%
- ABAN 6%
- OLAM 6%
- WOTW 6%
- MOTW 5%
- OLAM 5%
- Others 3% or less including (APKN, OVIE, WEEU, WBRI, WIRI, BAOF, NOBT, OOEG.MWBC)

100% of pupils at Haymerle have a diagnosis of Autism with additional learning and communication support needs.

100% pupils at Haymerle School has an Education Health Care Plan in place.

Prejudice related incidents and bullying

We monitor recorded incidents by gender and ethnicity. This is completed on a termly basis and reported to the governing body in the head teacher reports.

Exclusions

Non

Staff Information (only applies if the school employs more than 150 people)

As a small school we do not publish this information.

The school workforce is monitored each year including monitoring recruitment, promotion / pay increments, disciplinary or other issues. During this review Governors may identify areas as targets relating to ethnicity, gender or disability that could be addressed. This document is also monitored during the school HR audits.

How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

All staff access training through the rolling CPD plan each year

In 2018/19

100% of staff received Safeguarding training, PE (and SEN), Phonics Training.

In 2019/ 20

100% of staff received / will receive Safeguarding training, PECS Training, Creative Curriculum training, Zones of Regulation Training (in house).

Individual staff members receive training in line with their agreed performance management priorities and/ or Whole School Development Priorities including Team Teach and new staff Induction training.

Our CPD plan is reported to the governing body for scrutiny.

In our equalities plan we have prioritised staff training to enable staff to better meet the communication and additional therapy support need of the pupils at school including

- Attention Autism Training
- Speech and Language Training (PECS)
- SEN and PE INSET Day
- Rebound Therapy
- Intensive Interaction training

2019/20

- PECS Training
- Creative Curriculum Training
- Rebound Therapy
- Zones of Regulation

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions.

Policies which particularly contribute to the promotion of equality

- School Behaviour Policy
- Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff discipline and grievance
- ICT & E-safety Policy
- Teaching and Learning Policy
- Relationship and Sex Education Policy
- PHSE

Curriculum

At Haymerle School we ensure all pupils have access to either the Foundation Stage or the National Curriculum differentiated and adapted appropriately to facilitate engagement and enjoyment.

We ensure the children receive access and appropriate breadth and balance of core subjects (Mathematics, English and Science) and all other non-core foundation subjects (Design and Technology, History, Geography, Music, Art and Design, Physical Education and Information and Communication Technology).

We include time for Religious Education, Personal, Social and Health Education and Sex and Relationships Education. Over a two year rolling curriculum plan we offer an imaginative and creative curriculum plan integrating subjects across a creative theme or topic.

We follow National Curriculum programs of study which ensures consistency in planning and provides exciting development opportunities for children in their school careers.

The curriculum covers all activities that are designed to promote the spiritual, social, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.

It is our aim that:

- Children will receive a broad and balanced curriculum that provides opportunities for all to learn and to achieve.
- That the curriculum both in content and delivery will be accessible to all children.
- Delivery of the school curriculum will reflect the cultural diversity of the school community, and will positively value the contribution of different cultures, religions, backgrounds and experiences, thereby promoting the spiritual, social, moral and cultural development of all pupils.
- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- Makes use of resources which challenge stereotypes.

How do we teach the curriculum?

The curriculum is delivered through carefully planned out schemes of work, which include the appropriate programs of study (what pupils should be taught). These are then divided into differentiated daily and weekly plans.

To facilitate pupils access to learning staff adopt appropriate teaching methodologies to support pupils including TEACCH, PECS, ALS, MAKATON. Classes are grouped according to year group where possible. In the event of there being a mixed year group, the curriculum

taught will be the one that reflects the age of the majority of children in that class. To secure coverage and balance we follow a two year rolling curriculum plan. Pupils access learning according to their individual learning pathway in line with our curriculum statement.

Engagement/consultation

We have a vibrant School Community and encourage parent and carer participation in the life of the school

- Parents complete a questionnaire each year giving parents a direct voice and feel welcome to comment on how well the school is supporting their child
- Our parent support and training offer is publicised through letter and on the school website including
- Parents and carers meet termly with teachers to discuss their child's needs and progress.
- We monitor attendance by parent and carers to identify if there are any particular parents or groups of parents who may benefit from focused engagement to discuss matters that relate to their concerns and overall well-being
- We monitor pupils attendance as an indicator of pupils enjoyment of school, sense of well-being and safety
- We monitor pupils access to additional activities including mainstream links, arts activities, additional therapy, workshops and shared celebrations
- We promote pupils voice through assemblies, circle time and in lessons alongside whole school commitment to our 'Total Communication Policy' where we recognise the additional support and encouragement our pupils need to have a voice and to communicate their needs and ideas and to celebrate their achievement and success

Disability

We are committed to working for the equality of people with disabilities

Please see

Accessibility Plan,

SEN Information statement

Policy for supporting children with medical needs

To eliminate discrimination, promote equality of opportunity and foster good relationships

All pupils at Haymerle School have a diagnosis of Autism and their care and support needs are identified on the pupils Education Health Care Plans.

Interventions to fully support each child's needs are identified on these plans with clear Goals for pupil progress at the end of the relevant Key Stage. Pupils specific individual learning, support and care needs are agreed with staff and parents on their Individual Education Plans which are reviewed and updated regularly

Additional support strategies are planned for pupils whose communication, behavioural or learning support needs are reducing their access to the curriculum these include:-

- Specialist Provision and support is identified on the pupils EHCP and provided by the class teams supported by the Speech Therapy and Occupational Therapy staff.
- Care Plans and where appropriate Behaviour Plans and access to the behaviour support team, Educational Psychologist or referral to CAMHS – done in agreement with parents. Carers and professionals working with the pupils
- Medical Care Plans are in place to support pupils with additional medical support needs

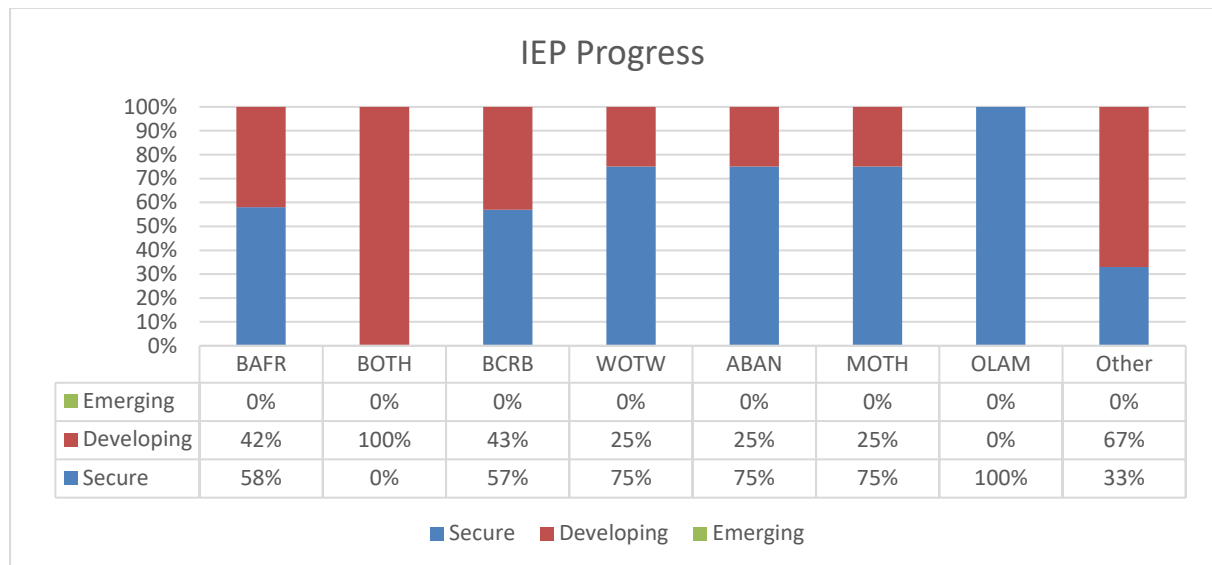
The building / premises is accessible with disabled toilet facilities in the administration and teaching areas of the school

Opportunity to promote positive attitudes and equality of opportunity delivered through the curriculum (Knowledge and Understanding of the World, RE) and through activities and events including assembly, whole school celebrations, link projects with mainstream schools, outings to engage with the local community

Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds

Summary data on IEP progress Haymerle Pupils by ethnic group 2019/20



To eliminate discrimination, promote equality of opportunity and foster good relationships

We continue to monitor data regarding pupils achievement to enable us to identify achievement gaps needing support or additional intervention

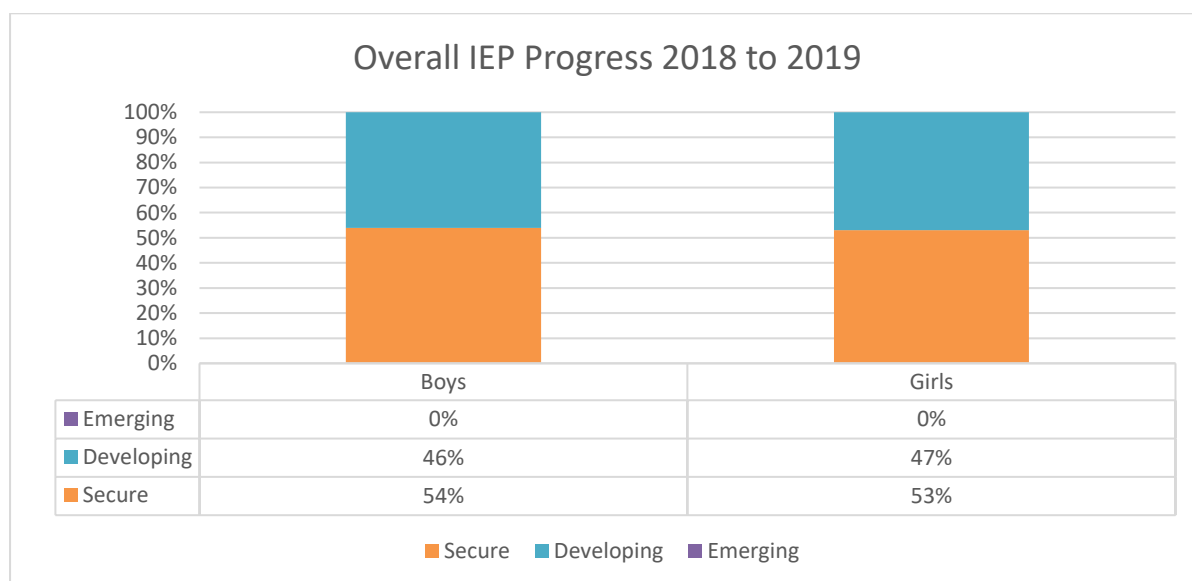
We monitor behaviour incidents to enable us to identify groups needing support or additional intervention

We incorporate celebrations of school diversity into the planned year to promote positive attitudes towards and respect for difference. These may be whole school celebrations including Indian dance days, Chinese new year, African Drumming, Samba Drumming, Carnival or embedded in the school planning through following the SACRE RE scheme and PSHCE.

Our children have had opportunities to visit our local church, mosque and synagogue as part of their RE work as well as celebrating Black History Month through dance and music.

Gender

Summary data on IEP Progress of pupils by gender 2018/20



What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We continue to monitor data regarding pupils achievement to enable us to identify achievement gaps needing support or additional intervention

We monitor behaviour incidents to enable us to identify groups needing support or additional intervention

Through the curriculum in assemblies and in planned work and school displays we promote positive, non-stereotypical images and attitudes towards of men and women, girls and boys. Celebrating the achievement of men and women is including in the curriculum including PSHCE where we encourage pupils to learn about people who help us and in History and Science learning about famous people and scientists.

In good work and achievement assemblies we celebrate the successes of our boys and girls.

Religion and belief

At Haymerle School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We incorporate celebrations of school diversity into the planned year to promote positive attitudes towards and respect for difference.

These may be whole school celebrations including religious festivals – Christmas, Holi, Ramadan, Diwali and cultural celebrations promoting positive attitude to community celebrations including Indian dance days, Chinese new year. Promoting equality and fostering good relationships is embedded in school policy. The school follows the Southwark RE scheme (SACRE)

Pupils engagement and participation is promoted through classwork, displays, assemblies, visitors and performances, outings to local places of worship.

Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We monitor data regarding pupils achievement to enable us to identify achievement gaps needing support or additional intervention

We monitor staff / workforce data annually.

We monitor behaviour incidents to enable us to identify groups needing support or additional intervention and eliminate homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation.

Through the school curriculum we celebrate equality of people whatever their sexual identity or orientation. Sex and Relationships Education is supported by the school nurse working with parents and carers to be able to differentiate the learning for all pupils to access at an appropriate level. Parents are consulted to help staff plan for the particular needs of each group year by year.

Through our PSHCE curriculum, positive images on displays, website, pupil's resources in lessons we promote positive attitude towards equality and celebrating difference. We have a non-gender specific uniform policy.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Close the gap between parent participation / attendance at termly progress meetings between Key Stage 1 and Key Stage 2 pupils.

Success criteria: Increase % of parents at Key Stage 2 participating in Termly progress meetings

Time frame

Not less than 80% KS 2 parents attendance (2019/20)

Not less than 85% KS 2 parents attendance (2020/21)

Not less than 90% KS 2 parents attendance (2021/22)

Key actions to meet this objective

Proactive support from parent support administrator making and following up appointments

Flexible times to be offered to enable all / more parents to engage

Termly monitoring

Progress towards meeting this objective: To be added annually See Action Plan and Reporting Doc

Equality objective 2: All pupils to access learning opportunities beyond school and classroom

Success criteria

100% pupils in Key Stage 2 to have participated in offsite educational/ community based activity

100% pupils Key Stage 1 to have participated in a shared activity with another school broadening engagement with wider community

Time frame

3 years 2019 – 22

Key actions to meet this objective

Phase group leaders to work with Staff teams to promote opportunities for offsite education and develop community links for shared work.

Outcomes monitored and reported to governors.

Phase Leaders monitor plans and identify where missed opportunities need to be addressed for community links and activities

File of suggested places to visit, activities, links with schools in borough to be available to promote all classes ability to succeed in meeting target

Progress towards meeting this objective: To be monitored annually See Action Plan

Equality objective 3: Resources and Support Development

Through appropriate assistive technology ensure that all pupils have access to recommended resource that promotes pupils learning and engagement and

Through Appropriate Staff training increase all pupils access to appropriate additional Therapeutic support.

Success criteria

All pupils have access to assistive technological support

Staff knowledge and skills in offering additional therapy for pupils learning needs increased (PECS, Attention Autism, Zones of Regulation)

Increase use of appropriate communication strategies to fully support needs of increasingly complex pupil population

Time frame

Increased availability of additional / assistive technology to support learning reviewed annually.

Target to be set as needed

Key actions to meet this objective

SENCO to review EHCPs to identify support recommendations and monitor at annual review re recommendations for change

SENCO to work with teachers and Additional Therapy teams to keep review of additional needs over time (individual Pupils / Whole School)

Appropriate training booked for all staff – appropriate lead teacher or manager

Monitor pupils progress – end of year. All pupils to make expected progress

Progress towards meeting this objective To be added annually See action Plan and Reporting Doc

Action Plan 2019 to 22

	Current	Target	Actions	Responsibility	Deadline	Review
Promoting Equality of Opportunity of Service users	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	Rolling 3 year monitoring of policies	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.	Phase leaders to be well informed of Equal opportunities and work with colleagues to promote EQOP across their area of responsibility. Pupils experience regular opportunities to raise awareness of equal opportunities through whole school events and activities. To encourage broad participation by service users.	Class teachers Plans evidence EQOPs focused activity / celebration per term. Whole school focus that raises awareness / promotes positively issues relating to equality issues. Monitor parent participation at coffee mornings, parent training sessions, formal meetings and social events.	Class teachers – termly planning in line with SOW Phase leaders monitoring and supporting were need identified Parent Support administrator promote events with parents and report monitoring outcomes to SLT	Reports to Curric Com Summer Term review of Action Plan	Reports to Curric committee
	Current	Target	Actions	Responsibility	Deadline	Review
Eliminating Discrimination	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 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
	Current	Target	Actions	Responsibility	Deadline	Review
Eliminating Harassment	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 Action Plan following staff feedback as appropriate	SLT Relevant committee and FGB	3 year review by Committee 2019 -2022 Annual review of key policy documents with staff 2019 -2022	Feedback to curriculum and personnel committee and FGB as appropriate (HT reports)
	Current	Target	Actions	Responsibility	Deadline	Review
Promoting Positive Attitudes	Equal Ops Statement in curriculum policies. Pupils work celebrated in class and around the school.	To make better use of available resources particularly ICT to promote positive images of the pupils work and activities with parents/ carers / visitors. Use of ICT to share pupils work and learning- with pupils.	Update Website to promote pupils learning experiences with parents and other visitors to website Each class to provide images and information celebrating the good work for each	ICT Lead teacher working with class teachers. Class teachers	2019-22 Termly	Feedback from website users. Add to parent questionnaire Named Governor to liaise with Assistant

	Pupils success celebrated in good work assembly and end of term awards	<p>Improve sharing evidence of pupils learning and progress with parents</p> <p>Teacher planning documents to include evidence of Equal opportunities.</p>	<p>half term- wow boards up to date</p> <p>General news and website information celebrate achievement and promote equal opportunities issues and focus – class news bulletin on website</p> <p>Phase Leaders monitor for and promote evidence EFL and Portfolios of positive attitudes towards and images of pupils.</p>	Class teachers Governors, all service users	<p>Termly</p> <p>Half termly</p>	<p>head teacher for discussions about website.</p> <p>Link Governor to feedback to GB at committee as appropriate.</p>
	Current	Target	Actions	Responsibility	Deadline	Review
Encouraging Participation in Public Life	<p>Links at Year 5 and 6 with Southwark Secondary special schools for parent visits and transition visits</p> <p>Ys 5 and 6 Young Citizens</p> <p>Speech Bubbles project with mainstream link is ongoing</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>Link with Create Art – on going</p>	<p>Support Secondary Transfer with parents to secure an appropriate placement and support for pupils, parents and receiving school in this process.</p> <p>Haymerle School pupils to access local facilities as regular opportunities to generalise skills and engage with the local community</p> <p>e.g. trips to B&Q linked to gardening work, shopping for class projects, local area study etc</p> <p>Develop more opportunities for Haymerle pupils to work collaboratively with mainstream pupils in local community –often dependent on availability of funding for projects e.g. Create Art</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>Extend gardening project to encourage greater links with wider community.</p>	Class teachers supported by Phase Leaders and SLT as needed.		<p>Y5 and 6 parents feedback on transfer support and outcomes</p> <p>Monitor pupil participation and visits to experience various projects</p> <p>Speech Bubble, gardening other arts activities in school</p>

	Current	Target	Actions	Responsibility	Deadline	Review
Taking Steps to meet disabled peoples needs	<p>Pupils have access to a broad and balanced curriculum and a wide range of facilities.</p> <p>IWB in place in every classroom</p> <p>X3 I pads in classes to support access to learning opportunities</p> <p>Pupils have access to SALT supporting their statement /EHCP delivery.</p> <p>Pupils have access to OT supporting their statement /EHCP delivery.</p> <p>Music Therapy – 1 day Pupil premium</p> <p>Redesigned Sensory room</p> <p>Soft Play area</p>	<p>Rolling review and update of SoW in line with adaptations to pupils individual learning w and developing a more creative curriculum offer</p> <p>Further extend pupils access to additional therapies through staff development / training</p> <p>Extend pupils access to appropriate assistive technologies</p> <p>Improve access for pupils/ others with disabilities to nature garden and allotment space</p>	<p>Focused training to ensure all staff have good capacity to understand how to deliver creative curriculum communication and Sensory targets as identified by therapy support team.</p> <p>PECS Attention Autism Intensive Interaction Zones of Regulation Creative Curriculum Delivery Strategies</p> <p>Secure external feedback through autism accreditation of our strengths and areas for development</p> <p>Develop use of Tablet / iPad technology to support</p> <ol style="list-style-type: none"> 1. Communication 2. Curriculum access 3. assessment 	<p>Phase leaders working with SALT/OT to develop multi-disciplinary approach – planning staff- development cycle</p> <p>Link with similar schools to share knowledge and expertise / experience.</p>	2019-22	<p>Report progress to Curriculum Committee each year</p> <p>Link Governors to support and monitor impact</p>

Monitoring and reporting –published on Website

	<u>Target 18/19</u>	<u>Target 19/20</u>	<u>Target 20/21</u>
Promoting Equality of Opportunity of Service users	100% attendance at Parents meetings	100% attendance at Parents meeting	100% attendance at Parents meetings
Outcome	<p>Parent attendance over x3 terms</p> <p>Foundation Stage: 90% Key Stage 1: 85% Key Stage 2: 75%</p> <p>Comment :Improving year on year KS2 area for more focused intervention, slight fall in KS1.</p>		
Eliminating Discrimination	Nil return in incident / monitoring regarding racist Incidents	Nil return in incident / monitoring regarding racist Incidents	Nil return in incident / monitoring regarding racist Incidents
Outcome	Achieved – continue to monitor and promote positive reinforcement of school policy, procedure and monitoring. Report incident information as needed		
Promoting Positive Attitudes/ Encouraging Participation in Public Life	100% pupils access learning opportunities beyond the school	<p>100% pupils access learning opportunities beyond the school</p> <p><i>100% pupils to participate in whole school themed topics promoting community values- World book day, fund raising campaigns.</i></p> <p><i>100% of pupils to participate in Activities that promote positive attitudes e.g. Samba Drumming</i></p> <p><i>100% pupils to participate in performance for parents / carers – Christmas Celebration/ performance</i></p> <p><i>50% pupils at Key 2 to participate in activity shared with Mainstream Pupils</i></p>	<p>100% pupils access learning opportunities beyond the school</p> <p><i>100% pupils to participate in whole school themed topics promoting community values- World book day, fund raising campaigns.</i></p> <p><i>100% of pupils to participate in ‘fun days’/ school projects e.g. circus day</i></p> <p><i>100% pupils to participate in performance for parents / carers – Christmas Celebration/ performance</i></p> <p><i>75% pupils by KS2 to participate in activity shared with Mainstream Pupils (Sports, Arts, other)</i></p>
Outcome	<p>Foundation Stage – (Reception) 100% pupils attending curriculum outings in local area (Park, ASDA, Library)</p> <p>100% participation in Christmas Production</p> <p>Key Stage 1: 100% pupils attending regular visits to local park, local supermarket or Library</p> <p>100% participation in Street Dancing Activity (Nov 2018)</p> <p>100% pupils participation in Animal Petting Day ay School</p>		

	<p>100% participation in Christmas Production</p> <p>Key Stage 2: 100% pupils attending either library or supermarket for outings, Street Dancing Activity,</p> <p>25% of upper Key stage 2 attending Speech Bubble.</p> <p>39% participation in joint art project with mainstream school (Summer 2019)</p> <p>100% pupils participation in Animal Petting Day at School (KS2)</p> <p>100% participation in Christmas Production 2018/19</p>		
Taking Steps to meet disabled people's needs	<p>Extend pupils access to appropriate assistive technologies</p> <p>Further extend pupils access to additional therapies</p>	<p>Extend pupils access to appropriate assistive technologies –</p> <p>Further extend pupils access to additional therapies –</p> <ul style="list-style-type: none"> • 75% staff trained in Attention Autism (in house) • In House training to improve offer of Intensive interaction x1 Staff training to support in KS1 • 100% staff PECS trained • X2 staff Rebound Therapy training <p>Improve access for pupils/ other partners with disabilities to School garden</p>	<p>Extend pupils access to appropriate assistive technologies</p> <p>Further extend pupils access to additional therapies –</p> <ul style="list-style-type: none"> • 100% staff trained in Attention Autism (in house training – monitor and facilitate as staff induction following staff changes) • In House training to improve offer of Intensive interaction x1 Staff training to support in KS2 • 100% staff PECS trained – (n.b. monitor and manage re staff movement to focus staff CPD) • X2 staff Rebound Therapy training
Outcome	<p>Assistive Technology 100% pupils have increased access to ICT to support learning and communication. (X3 I pads per Class)</p> <p>Additional Therapy / Staff Training and Support SALT Training for all staff – PECS 100% staff teachers and TA's</p> <p>100% pupils IEP targets supported by Speech and language Therapists 2018/19</p> <p>OT training – Training for all staff- Sensory needs 100% staff teachers and TA's</p> <p>X3 Staff attended Rebound Therapy Training (2018/19)</p>		