

POLICY STATEMENT POLICY AND EQUALITY SCHEME

This Scheme must be read in conjunction with Appendix 1
"An Overview of the Equality Act 2010"

POLICY STATEMENT

EQUALITY

Riverview school exists to cherish, challenge and inspire children and adults within a caring Christian Community

This Policy must be read in conjunction with
Appendix 1- "An Overview of the Equality Act 2010"
And
Equality Scheme
And
Accessibility Plan

RIVERVIEW C OF E PRIMARY SCHOOL, NURSERY & CHILDREN'S CENTRE
EQUALITY STATEMENT

Mission Statement:

Riverview exists to cherish, challenge and inspire children and adults within a Christian community

In accordance with our mission statement and the Equality Act (2010), we pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with current equality legislation
- ensuring that the school policy and procedures are followed

The head teacher is responsible for:

- making sure the school policy and its procedures are followed
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

The head teacher and Governing Body are responsible overall for:

Dealing with reports of hate-incidents

Visitors and contractors are responsible for:

Knowing and following our Equality Policy.

EQUAL OPPORTUNITIES POLICY

RIVERVIEW C OF E PRIMARY & NURSERY SCHOOL

EQUAL OPPORTUNITIES POLICY

Policy Statement

The school is committed to providing an education for children which offers Equality of Opportunity for all and freedom from discrimination on grounds of race, gender, class, disability or faith. As a Church Aided School, Riverview is a Christian community which aims in every way to be inclusive of all people, and works to eliminate all forms of stereotyping and discrimination. As part of their commitment to this, the Governors have adopted the Surrey County Council Equal Opportunities Policy as the basis for the School Policy.

INTRODUCTION

This policy sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment and the school's statutory duty to produce an Equality Scheme from April 2011. Riverview's Equality Policy must be considered in line with the following policies which are related to this topic:

- Equality Scheme
- Inclusion Policy
- Whistle Blowing Policy
- Anti Bullying Policy
- Safeguarding Policy
- School Prospectus
- Curriculum Statement
- The School Context

Aims

At Riverview we aim to provide equality and excellence for all in order to promote the highest possible standards. We are committed to our children developing within an environment free from discrimination. Discrimination means treating someone less (or more) favourably than a "comparator". It can be direct, indirect or "arising from disability". Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint.

Previous duties only covered race, gender, disability and community cohesion. The main change for schools is the addition of religion or belief and sexual orientation, and (to a lesser extent) pregnancy and maternity, gender identity and age.

To ensure that all pupils, irrespective of race, gender, class or disability;

- Have entitlement and access to a broad and balanced curriculum and ethos which meets their needs and which encourages them to achieve their full potential intellectually, morally, spiritually, socially, emotionally and physically;

- Are provided with an environment in which there is positive representation of diversity and which encourages them to develop a greater awareness and understanding of and respect for its aspects;
- Develop the skills, knowledge and understanding to enable them to be critically aware of what they see, hear and read of the pluralistic society in which they live.

OBJECTIVES

Through the Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This include the protected characteristics identified within the Equality Act (2010) i.e., sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

We are very proud that the Riverview community is becoming increasingly culturally rich and diverse. The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

- To develop strategies which support the development of high self-esteem in all pupils;
- To value the contribution of all pupils, and have high expectations of the potential of all pupils irrespective of race, gender, class, disability or faith;
- To provide a curriculum designed to ensure that all pupils have access to the same range of opportunities;
- To ensure that the curriculum presents and reflects positively the contribution of all people;
- To recognise that some pupils may need additional support in order to facilitate their access to the curriculum and to provide this;
- To provide learning materials which present accurate, balanced information and avoid stereotyping;
- To ensure that all pupils have equal access to a wide range of resources;
- To challenge and discourage derogatory language, attitudes and behaviour;
- To provide a positive atmosphere and ethos where diversity is valued and welcomed.

1.0 VOLUNTARY AIDED SCHOOLS

1.1 The 2003 Regulations do not change the existing law in respect of Aided Schools. This is set out in the School Standards and Framework Act 1998 Section 60, and is amended as set out in 2.4 below by the Education and Inspections Act 2006.

1.2 Section 60(5) (a) of the 1998 Act allows preference on the grounds of denominational religious opinion, attendance at denominational acts of worship or willingness to teach denominational RE.

1.3 Section 60(5)(b) allows “incompatible” conduct of teachers to be taken into account by the governing body as a factor in the termination of employment. In this connection a distinction may be drawn between (for example) a person’s sexual orientation and what the governing body might consider to be inappropriate sexual conduct for a teacher in a

Church of England VA school, provided that there is no difference in the treatment of heterosexual and homosexual conduct.

1.4 Section 60(6), which forbids the use of religious criteria in respect of school employees other than teachers has been repealed by Section 37 of the Education and Inspections Act 2006. The Commencement Order for this was brought into effect on September 1st 2008 . This commencement applies to England only, unless the National Assembly should in due course commence the provision in Wales. This change means that a VA school may now use the provisions of the Employment Equality (Religion or Belief) Regulations 2003, including religious criteria in the appointment of non-teaching staff where the Governing Body believes that it has sound, proportionate and defensible reasons for declaring that a Genuine Occupational Requirement is desirable for the post in question. Schools should be clear that each post must be argued on its merits and that no blanket policy to use religious criteria for all posts would be acceptable or proper. National Society advice is that the use of a GOR for non-teaching posts should be restricted to cases where religious practice and commitment is clearly important. Such cases might include non-teacher pastoral appointments, many higher-level Teaching Assistant posts and some key administrative posts, such as school bursars. Schools should take detailed local advice on each individual case, as it is quite likely that challenges to such decisions may come from secular organisations or from Unions. The Governing Body must be able to defend the decision it has made.

1.5 It is generally held to be the case that an employer is entitled to the loyal support of staff in respect of the aims and ethos of the organisation. In church school terms this permits any potential employee to be asked about his/her willingness to uphold the ethos of the school. This should be clearly differentiated from questions about the applicant's own faith and practice where these are permitted.

1.6 The principles of Equal Opportunities apply also in the drafting and implementation of school Admissions Policies. VA schools should consider carefully the National Society guidance on admissions and must seek their diocese's advice in drafting or amending Admissions Policies which should in turn comply with the requirements of the DCSF School Admissions Code of Practice.

KEY ISSUES

The provision of an education which provides Equality of Opportunity for all and freedom from discrimination on grounds of race, gender, class, disability or faith can only come from a whole school approach and needs the co-operation and understanding of all who are in any way involved with the school.

ATMOSPHERE AND ETHOS

- Positive attitudes to equality, diversity and special need should be actively promoted;
- Displays of pupil's work, the use of books and artefacts should all present positive images around the school;
- Attitudes towards Equality of Opportunity should be proactive rather than reactive;
- Care should be taken when speaking in order to encourage respect and the use of correct terminology;
- Unacceptable attitudes and behaviour should be dealt with immediately;

- Equality of Opportunity should be considered as part of whole school decision-making;
- Children should be confident in the knowledge that they can express their concerns if they feel they have been discriminated against.

A COHESIVE COMMUNITY

We are committed to the principles of community cohesion. Our diverse school population provides us with the perfect context to explore difference and celebrate commonality.

We regularly

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- commit to increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the Anti-Bullying Policy specifically in any cases of racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- keeping equality and diversity issues on the Parent Focus Group agenda, through a shared input with staff on developing policies relating to this area.

This may include:

- the Anti-Bullying Policy reference to racist and homophobic bullying
- ensuring the above is explicit within our [Home School Agreement](#)

Visitors and contractors are responsible for:

- Knowing and following our Equality Policy

Responsibility for overseeing equality practices in the school lies with a member of staff and governor. They are the Head Teacher and Chair of Governors. Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

MONITORING, REVIEWING AND ASSESSING IMPACT

This Equality Policy is supported by an [Equality Scheme](#). It is linked to the School Development Plan and includes targets determined by the governing body for promoting equality.

As part of the regular schedule for monitoring policies and other aspects of school life, this policy and the related scheme will be reviewed by Governors annually or when necessary. Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. The Headteacher provides monitoring reports in the Head teacher's report to Governors as appropriate.

This policy provides a framework within which all other school policies are implemented.

THE EMPLOYMENT EQUALITY (SEXUAL ORIENTATION) REGULATIONS 2003

The Archbishops' Council of the Church of England is opposed discrimination on the grounds of sexual orientation. It reserves its position in respect of sexual conduct. It is difficult to see that a GOR under these regulations could be argued in any school and governing bodies should certainly take careful legal advice before seeking to apply one.

EQUAL OPPORTUNITIES IN EMPLOYMENT POLICIES

LAs are the employers in Voluntary Controlled Schools and governors will normally be following LA policies and practices. However, governors should include in policies, as they are adopted by them, reference to their powers and specifically the powers of the Foundation Governors under the Schools Standards and Framework Act 1998, Sections 58, 59 and 60.

LEGAL GUIDANCE

Schools are advised to seek guidance initially from their LA, from their Diocesan Board of Education or from any Independent Schools association to which they may belong. The Diocesan Board of Education may in turn seek further guidance from the National Society's legal adviser via the National Society if serious and specific issues arise.

Reference should be made where necessary to The School Standards and Framework Act 1998; The Education and Inspections Act 2006; The Employment Equality (Religion or Belief) Regulations 2003; the Employment Equality (Sexual Orientation) Regulations 2003; the Race Relations (Amendment) Act 2000; the Disability Discrimination Act 1995; the Race Relations Act 1976; the Sex Discrimination Acts 1975 and 1986 and the Equal Pay Act 1970.

THE CURRICULUM

- The curriculum content and delivery need to be reviewed regularly to ensure that Equality of Opportunity is provided;
- Ways should be examined to ensure that issue such as racism, prejudice, appreciation of other cultures, or inequalities can be addressed through the curriculum, and so raise awareness;
- Equality of Opportunity issues should be central to planning the delivery of the curriculum;
- Sensitivity to particular needs is essential when setting individual pupil targets (see SEN policy)
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OUTSIDE THE CLASSROOM

- When children attend choir or clubs or take part in visits out of school, the expectation of levels of achievement and behaviour and attitudes should be the same as those applied inside the classroom;
- Opportunities for, and attitudes towards, equality should be demonstrated at break times. Children should be encouraged to play together and share resources;
- Children not be segregated by gender when lining up or in assembly;
- Disabled children should have full access to outside play areas;
- Diversity amongst parents should be recognised and supported;
- Governors recognise their responsibility for improving access if necessary to any area of the school to meet the needs of physically disabled people.

INSIDE THE CLASSROOM

- Work should be differentiated to meet the needs and abilities of the children and ensure quality of access to the curriculum;
- Children should be grouped in a variety of ways to ensure an extension of social relationships across cultural, ethnic, gender and ability diversities;
- Respect for the individual and their views should be encouraged;
- The use of inappropriate language and attitudes should be challenged through class discussions;
- Care should be taken in the choice and use of resources, artefacts, books and music;
- Care should be taken in the use of story in class to avoid stereotyping on the basis of race, gender, ability, etc;
- All children should have equal access to the resources available, e.g. are boys encouraged to play with dolls, girls to use Lego, do boys "rule" the computer? Can children in wheelchairs reach the resources they need?

- Where bilingual children require additional support for the acquisition of English Language skills it is important that the work done by the EAL team is planned with the class teacher, and is relevant to the curriculum;
- When assessing and monitoring we need to be aware of what children DO know and CAN do as well as their difficulties;
- Expectations of standards of work and behaviour of all pupils should be high, irrespective of race, gender, class, disability or faith;
- Staff should develop knowledge of the children's home language, cultural background or disability in order to make the best provision for them;
- Displays in the classroom should reflect race, gender and ability mix;
- Children should be encouraged to be proud of their own name. Their correct name should be used and care should be taken not to misspell nor mispronounce unfamiliar names.

ASSESSMENT AND MONITORING

- At each age and stage teachers must devise their assessment and assessment activities to allow all children to demonstrate their understanding;
- Care must be taken when making judgements about SEN (particularly bilingual children, where the task is important to assess learning, not the ability to speak English).

RESOURCES

- Resources should be reviewed regularly and care taken when replacing them to select those which ensure Equality of Opportunity and reflect the diverse nature of society;
- Care should be taken when buying books to ensure that they do not present stereotypical images, that they positively reflect the diverse nature of society, present balanced and accurate information and a variety of viewpoints;
- Opportunities should be given for all staff to be shown new resources;
- Subject Leaders should buy a balanced selection of resources to secure equal access for all;
- Museums, art galleries and specialist centres should be used as a resource to widen pupils' experience of a range of cultures and opportunities;
- When arranging visits, care should be taken to ensure access to the opportunities on offer, bearing in mind the needs of disabled children, bilingual children etc;
- Resources are available to promote discussion about equal opportunities. These should be reviewed and added to periodically.

LEGAL REQUIREMENTS

Race

Public Order Act 1936
 Representation of People Act 1949
 Race Relations Act 1976
 Public Order Act 1986

Sex

Sex Discrimination Act 1975
 Special Educational Needs
 Education Act 1981
 Education Reform Act 1988
 Special Education Needs: The Code of Practice 2014

1. SPECIFIC DUTIES COMPLYING WITH THE EQUALITY ACT

| Duty | Actions Taken |
|---|---|
| <p>Eliminate conduct that is prohibited by the Act</p> | <p>The centrality of equality and inclusion in our school is very evident in our daily work, our policies and procedures. Riverview Church of England Primary, Nursery School and Children’s Centre has a diverse and multi-cultural context.</p> <p>Reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour (including racist and homophobic) are very rare, and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>We survey children and parents regularly and always respond to any concerns which are raised.</p> <p>The school has an Equality Policy and Accessibility Plan in place as currently required.</p> |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> | <p>Pupils who have particular needs are well supported in our school and our data demonstrates that they make progress at least in line with expectations and in certain circumstances better.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding, as identified by OfSTED at our last inspection. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour and bullying. Pupils report, through discussion and surveys, that they feel safe in school, and that their views are listened to.</p> <p>Our Anti-Bullying and Behaviour Policies are reviewed annually; pupils and parents are involved in the reviews.</p> |
| <p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it</p> | <p>Equality and Inclusion are central to our school ethos. As a church school Christian values are shared in Collected Worship and it is our mission to ensure that these are lived out through the work of the school. In R.E. PHSE, as well as other lessons to learn about difference and diversity both in our own community and others including the global dimension.</p> <p>Pupils and parents participate regularly in events that raise awareness of a range of diversity issues; including focus weeks on different countries and cultures. The school contributes to a variety of charities each year, some local and others for global aid purposes.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. Our newsletter is posted electronically on the school website.</p> <p>Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.</p> |

2. EQUALITY ANALYSIS UNDERTAKEN WHEN FORMULATING THIS DOCUMENT

| Policy/Practice Considered | Outline how the policy/practice was evaluated | Outcome of analysis |
|--|---|--|
| Behaviour | The policy is reviewed annually by all staff, parents and Governors. Our system of rewards in the school is greatly supported by the children. Sanctions are clear and displayed for children. They are discussed regularly in PHSE sessions (see Behaviour Policy) | There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices. |
| Anti-Bullying | The policy is reviewed annually and is open to Governors, parents, staff and children to contribute to its constructions. Pupils have an important role to play in the implementation of this policy not only in their own relationships but also when acting as a role model to the younger children. Our "It's OK to tell" rule is central to the implementation of this policy. Our children are confident in the processes they need to follow if they are having any difficulty with a relationship. | Bullying Log is maintained with full records kept of any incidents. |
| Equal Opportunities | Reviewed annually by Governors. | The policy complies with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered. |
| Curriculum, Religious & PHSE Policies | These policies are reviewed every three years (or earlier if appropriate) and reflect our wider aims and values, as well as our philosophy of learning and education. Riverview follows the Guildford Diocesan Guidance for R.E. | These policies are implemented well in the context of our school. |
| Learning and Teaching | Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by all teaching staff; and ratified by Governors. There are regular lesson observations by teachers and the leadership team and external consultants across the curriculum. | Our lesson observation schedules contain aspects relating to ensuring equality of opportunity in learning; they also reflect the diversity of cultures ensuring that specific accommodation is made for children with different groups of learners (EAL, SEN, Gender groups etc) |
| Safeguarding | Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice. All training schedules are adhered to. | We continue to ensure that all training is up to date for all staff members. All volunteers are inducted and this involves some |

| | | |
|--------------------|---|--|
| | | training in safeguarding. |
| Recruitment | Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway. | All policy documents and applications reflect updated guidance with respect to Equality. |

3. CONSULTATION AND ENGAGEMENT

| Group engaged or consulted | Outline the nature of the engagement | Summary outcomes from consultation |
|---|--|---|
| Pupils | Pupils are regularly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, but also through consultation and questionnaires etc. | Pupils report feeling safe and well-looked after in school. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively. There are no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. |
| Staff | Communication with all groups of staff is good and regular meetings ensure that there are arenas for discussion. There is a culture of openness and shared accountability, which means all are able to make their contribution to improving pupil outcomes and well-being. | Staff are confident when dealing with equality issues. Our programme of study for PSHE ensures that this is a very central aspect of school life; teachers plan for it on a weekly basis. |
| Governors | Governors regularly review issues pertaining to equality and inclusion at meetings. | Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. |
| Parents | Parents are highly active and involved in school life. Channels of communication are open and active. Annual questionnaires on all sorts of issues are given. | Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. The diversity of our school community ensures that our children and families are immersed in a rich blend of cultures. We celebrate our diversity as often as we can. |
| Gender Identity Research and Education Service / Tavistock and Palmer Hospital | There are currently no gender identity matters at the school, which we are aware of. Should any arise, we would take immediate advice from the relevant group. | All policies and practice reviewed and relevant staff informed of developments as appropriate. Guidance on how to manage the attitudes and behaviours of others will also be provided as and when necessary. |

4. EQUALITY OBJECTIVES FOR RIVERVIEW

| Aspect | Objective | Success criteria | Date for Review | Responsibility |
|-------------------|---|--|-----------------|-------------------------------|
| All | Continue to review all policies and undertake comprehensive practice review to audit equalities issues and impact | All policies reviewed and updated in light of the Equalities Act | Sept 2015 | HT/Chair of Governors |
| Race | Pupils to gain an even greater awareness of racial diversity To continue to celebrate our diversity through Culture Days and other events | Lesson resources and collective worship etc provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own | Sept 2015 | AHT/subject leaders |
| Gender | To ensure that there is not a gap in attainment for boys and to identify trends of attainment for particular sub-groups based on race/disability etc. | Internal data tracking is evaluated and provision mapping carried out by the leadership team to ensure that all pupils are given the resources they need to meet challenging targets. Termly checks on this are conducted. | Sept 2015 | HT and Assistant Headteachers |
| Disability | Steps are taken, where necessary, to reduce and/or eliminate negative stereotypes of disability across the school and to promote positive understanding | Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping. | Sept 2015 | SENCO |
| All | Seek to broaden and strengthen further our commitment to quality communication systems with all stakeholders | Communications available to all stakeholders in a range of languages: All key information to be shared in mother tongue, for example admissions. | Sept 2015 | HT/Governors |

Appendix 1 - An overview of the Equality Act 2010 – Appendix 1

(paper copy in the office file)

APPENDIX 2

MAKING REASONABLE ADJUSTMENTS

REQUIREMENTS AND PRINCIPLES

The Equality Act 2010 requires schools and local authorities to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. A companion section to this one, Duties and definitions, provides more detail on the duties. This section summarises the requirements and set out some principles that should inform how schools and local authorities make reasonable adjustments.

Requirements

Reasonable adjustments meet the statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage;
- are aimed at all disabled pupils;
- are anticipatory;
- enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, schools need to consider the potential impact on disabled pupils in terms of:

- time and effort;
- inconvenience;
- indignity or discomfort;
- loss of opportunity;
- diminished progress.

Principles

Schools should be making reasonable adjustment for disabled pupils at different levels of school life:

- for the individual disabled pupil;
- in their practices and procedures;
- in their policies.

To make reasonable adjustments schools will need to:

- plan ahead;
- identify potential barriers;

- work collaboratively with disabled pupils, their parents and others;
- identify practical solutions through a problem solving approach;
- ensure that staff have the necessary skills'
- monitor the effects of adjustments on a pupil's progress.

Schools are more likely to succeed in their efforts to make reasonable adjustments when:

- governors;
- headteachers;
- SENCOs;
- teachers and all other staff are engaged in the process.

Schools will know they are succeeding in making reasonable adjustments when disabled pupils are participating fully in school life:

- in the classroom;
- in the 'school curriculum';
- at breaks, lunchtime and beyond the school day;

And when:

- disabled pupils feel part of the life of the school;
- disabled pupils are included by their peers in all parts of school life;
- parents feel their disabled child is part of the life of the school;
- staff feel confident in working with disabled pupils.

KEY FACTORS

Vision and values based on an inclusive ethos

An inclusive vision for the school is clearly articulated, shared, understood and acted upon effectively by all. This is an important factor in enabling staff to make reasonable adjustments. Riverview school exists to cherish, challenge and inspire children and adults within a caring Christian Community.

A 'can do' attitude from all staff

The attitude of staff is fundamental to achieving successful outcomes for disabled pupils. Staff are positive and demonstrate a 'can-do' approach, barriers are more easily overcome.

A pro-active approach to identifying barriers and finding practical solutions

The school works closely with parents and external agencies to actively identify barriers as early as possible and explore solutions. We use a practical, problem-solving approach to identify effective reasonable adjustments.

Strong collaborative relationships with pupils and parents

We consult with parents and pupils who have expertise about living with an impairment and are a major sources of advice. Pupils can also be the best judges of what is effective. They can be good advocates for what has worked well for them.

A meaningful voice for pupils

School council members discuss where reasonable adjustments need to be made and pupils with disabilities discuss their needs with their teachers and the SENCO..

A positive approach to managing behaviour

Combined with an appropriate curriculum and a variety of learning activities, a positive approach to managing behaviour enables pupils to take responsibility for their own behaviour and support others in taking charge of theirs. Peer support strategies and a new mentoring scheme are in developing to support the continued development of a positive approach to challenging behaviour.

Strong leadership by senior management and governors

Strong school leadership that sets a clear direction, promotes positive outcomes for disabled pupils, deploys the resources of the school to support teachers in identifying and removing barriers and keeps progress under review, enable us to make more effective reasonable adjustments.

Effective staff training and development

Staff training and development is given a high priority. It is linked to the needs of individuals and whole school development. It ensures that staff have the understanding, knowledge and skills required to make reasonable adjustments for the range of disabled pupils.

The use of expertise from outside the school

Other agencies supplement and complement what the school can provide on its own.

Building disability into resourcing arrangements

The school Premises and Finance committee is responsible for considering disability in everything a school does, including the way it deploys its resources. They work with the community committee to enables everyone in the school to make reasonable adjustments.

A sensitive approach to meeting the impairment specific needs of pupils

A sensitive approach is adopted which protects the dignity of disabled pupils particularly, but not only, in relation to meeting medical and personal care needs.(see intimate care policy)

Regular critical review and evaluation

Regular reviews at pupil level, Key Stage level and at school level help to ensure that:

- progress is monitored;
- successes and failures are shared and inform the next steps;
- the views of pupils and their parents are sought and incorporated into the reasonable adjustments that the school makes.

The availability of role models and positive images of disability

The school uses a range of opportunities to provide disabled role models, both children and adults as this can boost the self-esteem of disabled pupils and have a positive effect for all pupils. This is supported by positive images of disabled children and adults in pictures, books and a range of materials used in schools.

Appendix 1

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Are disability issues considered when making selecting the topics for teaching and learning?
- Are disability issues considered when acquiring resources?

- Are disability issues considered when making changes to the class and wider environment?
- The school takes part in events to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events that parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Action Plan

In order to ensure that action is taken to meet the Disability Equality Duty, we have drawn up an Accessibility Plan. This action plan has been shaped in response to issues raised through monitoring and the annual review process involving all stakeholders. Each year the disability equality action plan will be a component of the School Development Plan. This area will be reviewed and actions identified for the year ahead at the annual whole school planning meeting.

For further information, please contact: Mrs M Atkins (Headteacher)

This Scheme and Action Plan has been agreed by the Chair of Governors

Signed:

M Atkins - Headteacher

Date: