RUSHMORE PRIMARY SCHOOL
EQUALITY POLICY
AND ACCESSIBILITY PLAN
2025 - 2026

Introduction

Rushmore is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

1. **All learners are of equal value**. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. **We observe good equalities practice for our staff**. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential

7. **We work to raise standards for all pupils, but especially for the most vulnerable**. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Development of the policy

It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, school web site and newsletters.

There are also references in the behaviour, admissions, SEND, anti-bullying and charging and remissions policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity though the curriculum and by creating an environment, which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Suspensions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Suspensions takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on suspensions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and trans phobic attitudes

Prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:
on the school population by gender and ethnicity;
on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
by year group – in terms of ethnicity, gender and proficiency in English;
on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

- We publish an analysis of standards reached by different groups at the end of each key stage
- We also collect, analyse and use data in relation to attendance and suspension of different groups
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as" less able"
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds

- girls and boys

    - We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive Action
We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black history month, Autism awareness week, Gender stereotypes project,
- We include equalities matters in our newsletters to parents and carers

Other ways we address equality issues
We maintain records of all training relating to Equalities
Our monitoring records include evaluations of aspects of Equalities
We keep minutes of meetings where equality issues are discussed
We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.
The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events

- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Support Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2025-2026 are:

Objective 1: To monitor and evaluate pupil achievement by race, gender, SEND, social deprivation and disability and act on any trends or patterns in the data. We will then give additional support to those groupings as required.

Objective 2: To raise achievement for all children in the core subjects, and in particular for those underachieving groups, notably Pupil Premium Grant (PPG) children and those with special educational needs and disabilities (SEND).

Objective 3: To ensure that children arriving in school with little or no English are fully supported to make rapid progress in English, to enable them to access the curriculum.

Objective 4: To ensure that the curriculum reflects and represents the school's diverse religious and ethnic communities, celebrating a range of festivals as appropriate.

Objective 5: To promote positive attitudes to difference between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body
The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team
The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff
All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors
All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key contacts

Staff responsible for equalities: Eileen McEwan

Lead governor: Sam Billington

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available
on the school website
as paper copies in the school office
as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs and disabilities.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure

Hackney Education has adopted this policy from the Camden Local Authority policy for the purposes of advising its own schools.

The Hackney Education acknowledges the Camden Local Authority's copyright in the document and has sought permission for all changes relating to Hackney Schools contained in this document.

APPENDIX ONE
Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, suspensions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black history month, Autism awareness week, Friendship week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body aims to be increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled

APPENDIX TWO

PUBLIC SECTOR EQUALITY DUTY ACTION PLAN (including accessibility plan) 2025 – 2026

Rushmore Equality Objectives

Objective 1:
To monitor and evaluate pupil achievement by race, gender, SEN, social deprivation and disability and act on any trends or patterns in the data. We will then give additional support to those groupings as required.

Objective 2:
To raise achievement for all children in the core subjects, and in particular for those underachieving groups, notably Caribbean heritage pupils, children eligible for free school meals, pupil premium and those with special educational needs and disabilities.

Objective 3:
To ensure that children arriving in school with little or no English are fully supported to make rapid progress in English, to enable them to access the curriculum.

Objective 4:
To ensure that the curriculum reflects and represents the school's diverse religious and ethnic communities, celebrating a range of festivals as appropriate.

Objective 5:
To promote positive attitudes to difference between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.

Public Sector Equality Duty	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
Eliminate discrimination, harassment and victimisation	Staff and governors to challenge discrimination, harassment and victimisation Embedding of Jigsaw PHSE scheme and weekly assembly focus Introduction of discreet PHSE lessons Bullying awareness Friendship Week Workshops Knife crime workshop – Year 6 Crime Prevention Programme – Year 6 Wider curriculum content and delivery monitoring and review School Ethos – Rushmore Values House System Behaviour Policy – Reviewed & Updated E-safety NSPCC assemblies All staff members have annual safeguarding training Mental Health Day – Hello Yellow October 2025 Anti-Bullying Week –November 2025 Assemblies & workshops Odd Sock Day –November 2025 Show Racism The Red Card – October 2025 Year 5 Homophobia Awareness Workshop- LM Community work- litter picking (all years groups from 1 to 6 do this termly)	Decreasing number of recorded incidents of bullying Decreasing number of red cards issued M+E of use of JIGSAW scheme E – safety policy to be reviewed Register Participation recorded Photos and display	All staff Governors EM JO SLT School staff	Reviewed half termly	Bullying log monitored half termly PHSE Jigsaw scheme embedded and delivered weekly Workshops and projects around Bullying, Friendship, safeguarding Behaviour policy updated/Refresher CPD delivered LM plans with CAMHs worker in school (CWIS) for workshops and activities.

	Fund raising and participation in local community projects. Annual collection for Hackney Food bank, Hackney Baby Clothes bank. School fundraising events termly. 150 years of Rushmore projects Continual review diversity and representation of different groups across all areas of the curriculum				
Advance equality of opportunity between different groups	Whole school CPD to include ongoing '150 years of Rushmore' projects Retrieval practise SCERTs CPD strategies in use by for all staff Analysis of attainment and progress data of specific groups Pupil progress meetings Introduction of Inclusion meetings/reviews Targeted provision to support under achievement Targeted provision to support children with SEMH difficulties provided by learning mentors and EMHP Interventions such as NELI, RWI 1:1 sessions, Precision Teaching Maths interventions – place value and number – where possible Robust systems in place to support SEND children	Diminishing the difference between the outcomes of different groups of children	All staff		Teachers being supported with ownership of pupil data discussed at PPM CWIS worker based at school 1 day per fortnight Inset delivered on ADHD, SALT and Dyslexia to support SEND children Staff performance management LSA to trained in NELI

	PPG Enrichment offer to include after school learning opportunities Free books Free educational visits Surveys and questionnaires for the school community School is a part of the WAMHs project Opportunities for staff to be supported/advised by CAMHs Reflective practice sessions introduced for teachers and support staff Reading buddies project (Rec and Year 6) Rosetta Stone intervention for children new to English Fairer access to IT devices - School purchased and distributed over 100 laptops to disadvantaged pupils to support daily online live teaching during lockdown – many families still have these Learning mentors and support staff integral to supporting more vulnerable children Review diversity and representation of different groups across all areas of the curriculum Healthy eating via PSHE curriculum – Healthy Me and School of Food trips Relationships and Changing Me elements of the school PSHE Jigsaw Curriculum focus strongly on respect, trust and healthy relationships				LSA trained in key number facts and skills intervention program Additional CPD offered through CWIS REU involvement SALT involvement EP involvement Specialist Teacher involvement Introduction of half termly SEND reviews with class team with a focus on SSPs and EHCPs

	Free uniform for all PP pupils Appreciate and respect difference and celebrating things we share – each year group visits one of six world faith places of worship Diversity and representation in curriculum inc updated Black History Month curriculum with local context – see curriculum booklets - This content was developed with the support of an ex- pupil from the Caribbean community who was studying history at Oxford University. REU to support behaviour of most vulnerable pupils and families 3 Sports camps funded via Holiday Activity Fund Music tuition – free for all PP pupils with ensembles after school After school activities inc fully funded (including equipment) BMX club for targeted PP children Residential trip all PPG fully funded for these Autism Education Trust training for all staff				

	embedded Year 6 e-admissions support sessions for parents Bikability training Gifting Rushmore currency to PPG children for school fairs Little explorers project Service level agreement with HE attendance officer				
Foster good relationships between different groups	Purchase of Jigsaw PHSE scheme. Teaching British Values Teaching of RE Assemblies and celebrations Diversity reflected in the wider curriculum and resources used Assemblies and celebrations School functions Vision Building Communication Development CPD Peer mediators Introduction of parent coffee mornings led by CWIS, Hackney Education Inclusion Team, School nurse Reading buddies project (Rec and Year 6) to resume	Rushmore Values. A positive school ethos where the school vision statement is apparent Decreasing number of recorded incidents of bullying	All staff	Ongoing or as the need arises	Jigsaw has been purchased and rolled out. Governors and SLT have been involved in ongoing CPD on the school's vision statement Sharing the vision through new permanent displays New curriculum leads have been appointed

	Review diversity and representation of different groups across all areas of the curriculum Golden week EMHP (Educational mental health practitioner) workshops delivered to children across the year on topics such as friendship, problem solving, conflict resolution				and transition plans to support are in place Peer mediator training and development

This Public Sector Equality Plan sets out the Equalities Objectives 2025 – 2026 and is referenced in our school development plan

APPENDIX THREE

Rushmore Primary School – School Accessibility Plan

At Rushmore we grow exceptional people! Our children come to us as unique seedlings; our dedicated staff nurture and protect each of them, giving everyone the best chance to spread their branches and stand tall. Together, we blossom and grow a thriving community where we enjoy learning from each other and with each other. Rooted by their knowledge and values, our children are ready to make their mark in the world beyond.

All schools have a legal duty to have a plan to increase over time, their accessibility to children with disabilities. This plan has been produced to meet the legal requirements of the Equality Act 2010 and should be read in conjunction with the SEND policy and Equality Policy. This accessibility plan was written in consultation with the staff and governors and will be regularly monitored and reviewed by them.

Aims: The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability

- To improve access to the physical environment of the school

Aim 1: To increase access to the curriculum for children with disabilities

Priority	Actions	Criteria for Success	Time	Resources	Monitoring
Ensure there are staff with an understanding of the needs of individual pupils with a disability.	Book /arrange training for staff to become skilled in specific areas (e.g. autism, SALT, Down's syndrome, cerebral palsy, epilepsy) Disseminate expertise to team members at transition. SCERTs CPD for LSAs and Learning Mentors Introduction of half termly SEND reviews with class team with a focus on SSPs and EHCPs Specialist bespoke training for staff supporting individual children with specific needs	An 'expert' will be available to the school to give advice on specific disabilities. Staff will have a clearer understanding of the needs of pupils within their class with a disability. A clear and measurable approach to provision needed and provision in place Children's needs are being met	0.5 days per week 1 Day per fortnight CAMHs 0.5 days per week EMHP (Education Mental Health Practitioner) to be appointed Half termly meetings for all year groups HE inclusion team traded service package purchased 1.75 days per week SALT EP caseload	Training courses SLA SALT SLA Specialist Teacher EP REU CWIS EMHP Staff Inset	SENDCO
Plan to meet the needs of all pupils	Provide opportunities for staff to seek expert advice. INSET on differentiation and planning to meet the needs of individual	Whole school focus on adaptive teaching Activities will be differentiated to provide an appropriate level of	0.5 days per week with CWIS (CAMHs worker in school) 0.5 days per week EMHP (Education	External agencies – SLA – EP SLA SALT SLA Specialist Teacher OT	SENDCO Subject leaders Class teachers

	pupils. Supply practical resources that will support teaching and learning. M+E of individual school support plans Referrals to outside agencies for additional support and advice where necessary. EHCP requests to be made where appropriate Additional specialist CPD for manual handling, peg feeding and meeting intimate care needs when necessary Specialist equipment purchased	challenge and include work to be completed by individuals, pairs, small groups and whole class as appropriate and are supported by LSAs Increased use of visual supports across the school Children with SEND have their needs met	Mental Health Practitioner) TBC 2 x staff meeting per term (SEND) Other professionals to deliver training on ADHD, Verbo and dyslexia	CWIS EMHP REU Staff Inset	
Provide a stimulating, rich and interactive classroom environment.	Classroom walls which support learning, visual timetables/reminders task schedules word bank displays IWBs	All children use displays to help them in learning. All children are engaged in the lesson. Staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment.	On-going	IWB Display materials Range of seating/ tables/equipment Specialist advice as need arises Dyslexia friendly schools advice shared	DH/HT, SENDCO, Subject Leaders Class teachers

Provide a broad, balanced and motivating curriculum.	Plan topics to ensure the curriculum is exciting. All pupils are encouraged to take part in music, drama and physical activities. Plan a variety of extracurricular activities and ensure these are accessible to all.	Children are passionate about learning. There is full inclusion, extra curriculum activities/clubs, trips out, concert, performances and residential school journeys.	Review of whole school curriculum by curriculum leads to include diversity representation in the curriculum	SLA Specialist Teacher As need arises, additional staff, support/transport	DH/HT, SENDCO, Subject Leaders (including PE & Music) Extended Care Lead
Provide a range of interventions to accelerate progress.	Use PPM data to plan interventions across the school. Ensure LSAs/ teachers are trained to deliver intervention programmes effectively. Regular training for all LSAs. Key number facts and skills training 1:1 RWI interventions Precision teaching intervention NELI intervention	Children are given targeted and timely interventions. Adults delivering interventions will have increased confidence and understanding leading to more effective support. Accelerated progress for identified children	Termly PPMs Bespoke training from Specialist Teacher for individual CTs and LSAs NELI CPD Whole school Inset	Training courses Materials for interventions CPD	DH/HT SENDCO, Class Teachers LSAs
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils	All staff are aware of needs and these are detailed in planning/support plans. Appropriate applications are made for SATs – readers/scribes/additional	Appropriate applications are made for SATs – readers/scribes/additional time can be applied for. Full inclusion planned for and evident in flips and additional planning	PPA time	PPA time	Teaching staff Assessment co-ordinator

with dyslexia, extra time to move from activity to activity for those with physical disabilities.	time can be applied for.				
Embed the use of ADHD strategies to support children where needed CPD on the use of Verbo 'dyslexia friendly school' techniques used in classes	SENDCo to work with EP to make the curriculum more accessible to children with dyslexic tendencies SENCO to work with specialist teacher on ADHD support SENCO to work with SALT on Verbo support	ADHD and dyslexia strategies introduced and embedded across the school Staff trained in Verbo screening and using it consistantly	Revisit advice given in previous staff CPD	SLA EP hours SENDCo meeting/planning time Inset	SENDCo

Aim 2: To improve the delivery of information to children and all stakeholders with a disability

Priority	Action/s	Criteria for success	Time	Resources	Monitoring
Parent meetings to establish any parent/carers with disabilities	SLT/teachers	School to have knowledge of parental disabilities which may impair access to information about their children	Autumn parent consultations SENDCo meetings with key parents		SENDCo
Establish	Possible actions	Parents will have an	Ongoing		SENDCO

parent/carer needs and then ensure parents with a disability have access to the school building and information about their children	dependent on need –to ensure access to key events such as Parents Consultations, children's assemblies, performances, etc.	understanding of their child's progress. Parents will be able to enjoy their child's performance in class assembly. Parents will be informed of important information for their child's class.			
Ensure parents have access to key information regarding all aspects of school life.	Use noticeboards to deliver key information. Publish all key policies on school website. School website to contain links to key services/ resources. Ensure newsletter is accessible to parents. Text parents to communicate key information regarding clubs/ trips. Bilingual staff to translate key messages to non-English speaking parents/carers face	Parents/carers feel up to date with key information and know where to go for further support.	Ongoing	School website School texting service	DH/HT, SENDCO, Admin Team, Class teachers and LSAs

	to face or on telephone.				
Increase parental engagement in learning. The school ensures that both in lessons and parent/carer meetings, information is presented in a user friendly way.	External advice to be given by specialists to inform use of visualisers to enlarge texts, staff reading aloud and for parents/carers who cannot read to have information read aloud to them. Separate information to be sent to parents/carers who live separately. Power point presentations used at parent workshops. Website updated regularly, weekly newsletter emailed/sent to all parents/carers.	Parents/carers will have a clear understanding of how they can support their child's learning at home. Parents/carers will have contributed to their child's School Support Plans. Parents/carers will have had a chance to share their aspirations for and concerns about their child.	Termly Support Plan meetings Parent Workshops Parent Coffee Meetings Home Visits	Preparation of visual /physical aides	DH/HT SENDCO Admin staff Class Teachers
Ensure curriculum resources include examples of people with disabilities	Order books which represent disabled people. Create displays in both buildings which celebrate the achievements of	Children have access to curriculum resources which include examples of people with disabilities		Cost of books/materials	SENDCo

	people with SEND				

Aim 3: To improve access to the physical environment of the school

Priority	Action/s	Criteria for Success	Time	Resources	Monitoring
To ensure the school is prepared for disabled visitors/ pupils	Check disabled toilets are functioning properly (including the emergency alarm). Keep all access and egress points clear. Check for trip hazards in all corridors and both playgrounds. Hand rails installed for individuals as the need arises Installation of a changing bed in the Accessible Toilet in the Elderfield building Installation of a ceiling track hoist in the Accessible toilet in Elderfield Road	Disabled visitors/ pupils will have safe access to key areas of the school (including toilet facilities) at all times. Specialist furniture and equipment is regularly reviewed to support disabilities within the school Changing bed installed Ceiling Track hoist installed	Ongoing As need arises	SLA Specialist Teacher OT referrals Health and Safety premises checks	DH/HT SENDCo

	building Changing bed in Rushmore accessible toilet serviced Partition wall with a door created in the accessible toilet to create an accessible changing area Ceiling track hoist fitted in the changing area Ceiling Track hoist fitted in the Soft Room Sensory Room decorated and re-furbished	 Changing bed serviced Changing room created Ceiling track hoist fitted Ceiling track hoist fitted Sensory room re-decorated with additional sensory equipment purchased Room for physical therapy introduced to support children with a disability			

		when needed			
To ensure safe evacuation procedures for mobility impaired person.	Implement a PEP (Personal Evacuation Plan) for persons with a mobility impairment where necessary	Persons with mobility impairment are safely and quickly evacuated from the building. Staff are clear about who evacuates any mobility impaired children in their class.	As required		Fire Marshalls

MONITORING THE PLAN

This plan was updated by Miss E McEwan (Deputy Head teacher & SENDCO)

Reviewed by the C+S Committee of the Governing Body 19th September 2025

To be reviewed in autumn 2026