

**2021-2024**

Moorside Community Primary School  
Head Teacher – S Lawler-Smith



# **MOORSIDE COMMUNITY PRIMARY SCHOOL**

## **EQUALITIES SCHEME**

# Equalities Scheme

Moorside Community Primary School  
Head Teacher: S. Lawler-Smith

## Named personnel with designated responsibility

Designated SLT	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	S. Cooper	S. Corlett	S. Corlett

Head Teacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Next Review Date	Nov 22
Committee Responsible	Governing Board
Document locations	Shared Drive

## Change History

Version	Date	Change Description	Stored
1	Nov 2020	<ul style="list-style-type: none"> <li>• Addition of 'Evidence of Progress' for each academic year</li> <li>• Direction of travel for objectives added</li> </ul>	Staff Drive
2	Nov 2021	<ul style="list-style-type: none"> <li>• Updates to evidence of progress</li> <li>• Creation of new objectives</li> <li>• Updates to the school profile</li> </ul>	

This policy should always be read in conjunction with the school's Safeguarding and Child Protection Policy and the most recent version of Keeping Children Safe in Education.

## 1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the revised single Equalities Scheme and Accessibility Policy for Moorside Primary School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

### Signed by Headteacher

**Name:** Stephen Lawler-Smith

**Signed:**



**Date:**

### Signed by Chair of Governors

**Name:** Stacey Corlett

**Signed:**



**Date:**

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

## 3. School Statement of Values and Ethos

*To go further than we thought possible*

*To run faster than we hoped*

*To reach higher than we dreamed*

*To become the best that we can be*

## 4. School Profile

Moorside Primary school is a three form entry school in Swinton, situated on a campus which we share with Moorside High School and The Deans Youth Centre. We are the Lead School in the Salford Alliance of Learning Schools and are extremely proud to hold the Emotionally Friendly Schools award, the bronze Young Carers Award and be designated as a Dyslexia Friendly School.

Currently (2022) Moorside have 645 children on role, drawn from a diverse population of the surrounding area. At present 22.48% of the pupils at Moorside are registered as Pupil Premium, with 23.26% qualifying for Free School Meals. 0.47% of our pupils are Looked after Children (LAC), and an additional 1.24% of our pupils are classed as post LAC.

We have 10.85% of children who list English as an additional language, 16.43% of our pupils are registered as SEND and 2.95% have an EHCP. The school is made up of 52.69% boys and 47.31% girls.

Moorside strives to ensure that all staff and pupils can become the best that they can be.

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<sup>1</sup> Groups of people are referred to having the following 9 protected characteristics: (disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

In 2021, pupils at Moorside achieved the following results;

EYFS Percentage of children reaching GLD = 66%

Y1 Phonics Screening Test = N/A

End of KS1

Reading = 58%

Writing = 59%

Maths = 67 %

End of KS2 = Combined R,W,M = 55%

At Moorside, we offer an extensive range of free afterschool clubs and ensure that all our children get the opportunity to attend trips and visits that help to enhance their education.

You can find information on the local area and its make-up, including a comparison to Salford in general here: <https://www.salford.gov.uk/people-communities-and-local-information/my-local-community/ward-profiles/>

In order to meet our equality objectives it is important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

### 5. Equalities Objectives

Having outlined our school's current strengths and challenges, we have identified the following seven priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

Date objectives agreed with Governors	November 2021
Progress reviewed (to be done annually)	November 2022
Date next review due	November 2022
Final review date	November 2024

Our Equality Objectives, as agreed with our Governing Board are:

Annual Review of Progress (Updated Nov 2020)					Direction of Travel
Objective 1	Steps being taken	Evidence of progress 2019	Evidence of Progress 2020	Evidence of Progress 2021	
Objective 2	Steps being taken	Evidence of progress	Evidence of Progress	Evidence of Progress	
<b>To narrow the gap between boys and girls in writing by the end of KS1</b>	Moderation meetings both internal and with the Swinton Cluster Group. Focussed Quality First Teaching using 'boy-friendly' hooks and texts. Pupil Progress meetings to address needs on an individual basis.	Y2 2018 Boys = 60% Girls= 90% Boy / Girl gap = 30% Y2 2019 Boys = 63% Girls = 91% Boy / Girl gap = 28% Gap has reduced by 2%	Y2 2020 (Spring data due to school closure) Boys = 65% Girls = 80% Boy/Girl gap = 15% <b>Gap has reduced by 13%</b> <b>No National Data to ratify</b>	Y2 2021 Boys = 54% Girls = 64% Boy / Girl Gap = 10% <b>Gap has reduced by 3%</b> <b>No National Data to ratify</b>	
Objective 3	Steps being taken	Evidence of progress	Evidence of Progress	Evidence of Progress	
<b>To narrow the gap between disadvantaged and non-disadvantaged pupils to less than 5% by the end of KS2</b>	See Pupil Premium Plan 2018-2019 <a href="http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/MoorsidePrimarySchool/MainFolder/Our-School/PUPIL-PREMIUM-PLAN-2018-19-2.pdf">http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/MoorsidePrimarySchool/MainFolder/Our-School/PUPIL-PREMIUM-PLAN-2018-19-2.pdf</a>	2019 Results for End of KS2 Disadvantaged = 42% Non-Disadvantaged = 82% Gap = 40%	2020 Spring Teacher Assessments due to school closure Disadvantaged = 50% Non-Disadvantaged = 76% <b>Gap = 26%</b>	2021 results for the end of KS2  Disadvantaged = 33% Non- Disadvantaged = 67% <b>Gap = 34%</b> <b>Please refer to PP Strategy</b>	
Objective 4	Steps being taken	Evidence of progress	Evidence of Progress	Evidence of Progress	
<b>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils to raise levels of attainment.</b>	Boys' attainment in writing in most year groups is a focus with texts being chosen to engage boys along with pupil progress meetings addressing this on an individual basis. Girls' KS2 attainment in maths and science in some year groups is a priority and the school is investing in STEM training as a result.	Whole school writing for boys increased from 59% to 73% by the end of the year.  KS2 girls maths increased from 56% to 81% by the end of the year.	Whole school writing for boys was 66% in Spring 2020  KS2 girls maths was 84% in Spring 2020	Whole school writing for boys was 61% at the end of 2021.  KS2 girls maths was 73% in July 2021	
Objective 5	Steps being taken	Evidence of progress	Evidence of Progress	Evidence of Progress	
Objective 6	Steps being taken	Evidence of progress	Evidence of Progress	Evidence of Progress	
<b>To provide training for all staff and governors on equality and diversity</b>	Whole staff training day in January 2019 on LGBT Awareness. Inclusion officer and UKS2 AHT attended The promoting Diversity and Challenging Homophobia in primary Schools.	Staff were provided with examples of how to further imbed teaching around this agenda into their daily practice. Resources were shared and distributed.	Staff continue to embed ethical practices and equality throughout their Teaching and Learning. Training sessions have not occurred due to C-19 restrictions	No training has been secured as of yet. This has been investigated but was very expensive at £700 for a 30 minute session.	

	Inclusion officer and Sports HLTA attended Trans Inclusion in Primary Schools				
Objective 7	Steps being taken	Evidence of progress	Evidence of Progress	Evidence of Progress	

## 6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

Furthermore, we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## 7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will use community impact assessments where relevant.

## 8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## 9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them
- Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies
- Student involvement in debates about change
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity
- Rich learning experiences about human rights inside and outside of the classroom

## 10. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes: (please list the methods used)

e.g.

- questionnaires to parents, staff, other professionals, other community leaders
- full Governing Board discussions/consultation,
- discussions/consultation with pupil groups

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## 11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## 12. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:



- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan
- evaluate and review this scheme on a termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

### **13. Annual Report and Review**

Each year the school will publish an annual report outlining its progress on the action plan, equality information and accessibility plan. It will be an opportunity for the school to showcase its good practice.

### **14. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

Moorside Primary School

0161 921 1295

[Moorside.primaryschool@salford.gov.uk](mailto:Moorside.primaryschool@salford.gov.uk)

Annex 1

**Accessibility Policy**

**Purpose**

This policy reflects the values and philosophy of Moorside Community Primary School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Equality Act (2010).

Moorside Community Primary School caters for pupils with SEND and works to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

**Audience**

This policy, once presented to and agreed upon by the whole staff and Governing Board, is distributed for the information of:

All teaching staff

All teaching assistants

All support staff

A copy of the policy is available from the school office.

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This is available, upon request, for:

School Governors

External Professionals

OFSTED

Parents

Visiting Teachers

### **Definition of Disability**

Disability is defined by the Equality Act (2010) as:

(1) A person (P) has a disability if:

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

(2) A reference to a disabled person is a reference to a person who has a disability.

(3) In relation to the protected characteristic of disability—

(a) a reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability;

(b) a reference to persons who share a protected characteristic is a reference to persons who have the same disability.

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles**

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The school recognises its duty under the Equality Act (2010). Our aim is for whole school compliance with the Equality Act (2010) which is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. School are consulted annually with regards to medical conditions.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles (see separate SEND Policy).

### **Achieving the Objectives**

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

#### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

#### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.



<b>Accessibility Plan- Identifying Barriers to Access Organisational</b>	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? <b>(All children are invited to attend the many trips and visits arranged, including all overnight stays.)</b>	X			
Preparation for entry into school. <b>(Admissions Policy- within the resources of the School, School Brochure and face to face walk rounds offered)</b>	X			
Grouping of pupils <b>(by year group with differentiated lesson plans, also streamed lessons e.g. Phonics, English and Maths)</b>	X			
Homework policy and practice <b>(Take away homework allowing children to choose work and produce something at their own level, differentiated maths, reading books at appropriate level)</b>	X			
School discipline and sanctions <b>(reference Behaviour Policy)</b>	X			
Exclusion procedures <b>(reference Salford guidelines.)</b>	X			
School clubs and activities <b>(full access as relevant)</b>	X			
School trips <b>(full access with curriculum access statements and risk assessment in place)</b>	X			
The school's arrangements for working with other agencies <b>(Regular Early Help meetings for identified pupils, regular liaison with EPs, health professional etc )</b>	X			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? <b>(support offered, regular SEND training)</b>	X			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? <b>(information shared at PPGs, staff to work with SENCO and EP as appropriate, SEND handover meeting at the beginning of each year)</b>	X			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? <b>information shared at PPGs, staff to work with SENCO and EP as appropriate, SEND handover meeting at the beginning of each year)</b>	X			
Are there high expectations of all pupils? <b>(Non-negotiable)</b>	X			
Do staff seek to remove all barriers to learning and participation? <b>(QFT, personalised provision, PPG meetings, liaison with SENCOs)</b>	X			
Access to the curriculum. <b>(As above with differentiation if necessary, IEPs, interventions, targeted support)</b>	X			
School policies, e.g. anti-bullying, SEN policies, health and safety. <b>(All in place with annual review)</b>	X			
Interaction with peers. <b>(Nurture provision, PPG meetings)</b>	X			



Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils?	X			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? <b>(Three storey building with; disabled toilets, lift access, one level throughout)</b>	X			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? <b>(Issue-internal double doors)</b>	X			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	X			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? <b>(Any issues dealt with through EHCP of SEN and liaison with external agencies)</b>	X			
Are areas to which pupils should have access well lit? (Automatic lighting in main areas)	X			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? <b>(New building, well insulated, specialised equipment will be purchased as necessary)</b>	X			
Is furniture and equipment selected, adjusted and located appropriately?	X			

Access to school facilities. <b>(All children have access to all resources, where difficulties arise, adjustments will be made.)</b>	X			
Activities to support the curriculum, e.g. drama group visiting school. <b>(High levels of offsite trips and visits including several overnight excursions.)</b>	X			
School sports access.	X			
How the school deals with emergency procedures. <b>(Regular documented checks and practice e.g. fire drill, medical information distributed, SPIE checks, Health and Safety policy, First Aid Guidelines etc.)</b>	X			
Breaks and lunchtimes. <b>(TA working as welfare, quiet time offered with learning mentor, correct adult ratio including 1:1 support, activities set up for all children to participate)</b>	X			
The serving of school meals. <b>(Dietary requirements met, support offered when needed)</b>	X			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? ( <b>Differentiated lesson plans, streamed classes, IEP/PPPs, lessons/ interventions led by gaps in knowledge and understanding</b> )	X			
Are lessons responsive to pupil diversity? ( <b>as above</b> )	X			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? ( <b>reference teaching and learning styles policy and teaching strategy component within planning proformas</b> )	X			
Are all pupils encouraged to take part in music, drama and physical activities? ( <b>performance poetry, music and PE taught by external agencies, regular sharing and celebration assemblies, sport competitions</b> )	X			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? ( <b>currently all children's participate in PE at their own level, support offered as needed, external sports coaches informed of all children's individual needs and differentiate as needed</b> )	X			
Do you provide access to computer technology appropriate for students with disabilities? ( <b>as identified in statement for SEN and represented in lesson planning formats, laptops provided for children with physical difficulties</b> )	X			
Teaching and learning. ( <b>see above</b> )	X			
Classroom organisation. ( <b>well organised and clutter free classrooms, physical aids given as required e.g. writing slopes</b> )	X			
Timetabling. ( <b>alterations made as a when needed e.g. removal from sessions, reduced timetables</b> )	X			
Assessment and exam arrangements. ( <b>SATS: special arrangements applied for and made for children with SEND e.g. coloured paper, scribes etc</b> )	X			

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Preparation of pupils for the next phase of education. ( <b>Child centred reviews held annually</b> )	X			
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Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? <b>(EHCP/Statements/ EP reports etc would identify strategies and resources to meet need)</b>	X			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? <b>(As above)</b>	X			
Do you have the facilities such as ICT to produce written information in different formats? <b>(Some children have more access to ICT equipment due to physical difficulties)</b>	X			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? <b>(professional development programme with support from ICT co-ordinator)</b>	X			
School announcements <b>(Emails used effectively, expectation that all staff check emails regularly, announcement system used as appropriate)</b>	X			
Access to information. <b>(SeeSaw, Letters sent to parents, text messages used, secondary letters available at the school office, all policies available on request at the school office, key policies available on the school website)</b>	X			

