

The Lune Valley Federation of

Leck St Peter’s & Hornby St Margaret’s

**Single Equality Policy**

**Our Vision**

**BELONGING, BELIEVING, SUCCEEDING TOGETHER**

‘I have come that you may have life, and have it to the full.’ **John 10:10**

Our vision is for every individual within our school community to achieve their potential, valuing each person as created in the image of God and therefore of infinite worth.We believe that in belonging we are connected and have a shared belief, ownership and responsibility in the success of ourselves and others.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

* Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
* Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard for advancing equality involves:

* Removing or minimising disadvantages suffered by people due to their protected characteristics.
* Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
* Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

These include:

• Pupils

• Staff

• Parents/carers

• The governing body

• Multi-agency staff linked to the school

• Visitors to school

• Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At our school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

**The Schools in Context**

Leck School has 19 boys and 22 girls. These are all white. All children have English as their first language.

Hornby school has 29 boys and 21 girls. These are all white. A majority of children have English as their first language with one Polish speaker.

There are no minority ethnic groups represented on the school staff or governing body.

The schools are physically accessible with ramps at the main entrance and at the back of school. There is step free access throughout school internally. There are no children in care in school.

**Legislation and Guidance**

This document refers to the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the public sector equality duty and protects people from discrimination
* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf>

and the Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

**Ethos and Atmosphere**

● At our school, the leadership of the school community will demonstrate mutual respect between all members of the school community

● There is an *openness* of atmosphere which welcomes everyone to the school

● All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions

● All pupils are encouraged to greet visitors to our school with friendliness and respect

● The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity

● Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities as befits church schools.

Our schools reflect the rural communities in which they lie.

**Advancing equality of opportunity**

We are an inclusive Federation, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils’ learning and use this information to track pupils’ progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

● Attendance

● Exclusions and truancy

● The 9 protected characteristics of the Equality Act and all forms of bullying

● Parental involvement

● Participation in Extended Learning Opportunities

These are analysed by ethnicity, disability, gender and free school meals (FSM) as part of our annual action plan for our school improvement.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Our School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of our community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors including the annual school census. This can enable us to analyse, for example, applicants for employment, staff profiles, governing body profile, attendance at training events, disciplinary and grievance cases and staff appraisal/performance management.

We collect and analyse this data with due regard to confidentiality*.*

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher

Their role is to:

● Lead discussions, organise training, update staff in staff meetings, support discussions

● Work with the governing body on matters relating to equality

● Support evaluation activities that moderate the impact and success of this policy

**Developing Best Practice**

**Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

● Provide equality of access for all pupils and prepare them for life in a diverse society

● Use materials that reflect a range of cultural backgrounds, without stereotyping

● Use materials to promote a positive image of and attitude towards disability and disabled people

● Promote attitudes and values that will challenge discriminatory behaviour

● Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures

● Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions

● Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality

● Ensure that the whole curriculum covers issues of equality and diversity

● Where appropriate, promote and celebrate the contribution of different cultures to each subject taught

● Seek to involve all parents in supporting their child’s education

● Provide educational visits and extended learning opportunities that involve all pupil groups

● Take account of the performance of all pupils when planning for future learning and setting challenging targets

● Make best use of all available resources to support the learning of all groups of pupils

● Identify resources and training that support staff development

**Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.

● Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils

● Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity

● The school places a very high priority on the provision for special educational needs and disability. We will aim to meet all pupils’ learning needs including the more able by carefully assessed and administered programmes of work

● The school provides an environment in which all pupils have equal access to all facilities and resources

● All pupils are encouraged to be actively involved in their own learning

● A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupil

● Consideration will be given to the physical learning environment – both internal and external, including displays and signage

**Curriculum**

We aim to ensure that:

● Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity

● Pupils will have opportunities to explore concepts and issues relating to identity and equality

● Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their culture, backgrounds, linguistic needs and learning styles

● All pupils have access to teaching which recognises attainment and achievement and promotes progression

**Resources and Materials**

The provision of good quality resources and materials is a high priority. These resources should:

● Reflect the reality of an ethnically, culturally and sexually diverse society

● Reflect a variety of viewpoints

● Show positive images of males and females in society

● Include non-stereotypical images of all groups in a global context

● Be accessible to all members of our school community

When ordering new resources and materials we will consider how they show equality as part of the criteria for best value.

L**anguage**

We recognise that it is important that all members of the school community use appropriate language which:

● Does not transmit or confirm stereotypes

● Does not offend

● Creates and enhances positive images of particular groups identified at the beginning of this document

● Creates the conditions for all people to develop their self esteem

● Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

**Extended Learning Opportunities**

It is our policy to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school’s commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

**Personal Development and Pastoral Guidance**

● Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

● All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination

● We recognise that perpetrators may also be victims and require support.

● Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

● Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

**Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

● This must include pupils' access to a balance of male and female staff at all key stages where possible

● We encourage the career development and aspirations of all school staff

● It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils

● Access to opportunities for professional development is monitored on equality grounds

**Staff Recruitment**

● All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process

● Equalities policies and practices are covered in all staff inductions

● All temporary staff are made aware of policies and practices

● Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, we recognise that, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, in particular those roles that provide spiritual leadership. However, this would not apply for all staff in school.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

**Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

● All parents/carers are encouraged to participate in the full life of the school.

● Bringing together as required, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equalities duties as well as general self-evaluation.

● Members of the local community are encouraged to join in school activities

● Exploring the possibility of the school having a role to play in supporting new and settled communities

**Roles and Responsibilities**

● Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan

● The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body

● The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy

● Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

● All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

● We will take steps to ensure all visitors to the school adhere to our commitment to equality

**Commissioning and Procurement**

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

**The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

**This policy was agreed by the Lune Valley Federation Board of Governors (Resources Committee) on:** 17th October 2024

**The scheduled review date of this policy is:** October 2027

**Signed: (On behalf of the Governing Body)**

**Date:**

# Accessibility Plan

# Leck

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Access** | | | | | |  | | | **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.** | | | | | |
|  |  | |  | |  | | |  | | | |  |  | |
| **CURRENT SITUATION/**  **CRITICAL ANALYSIS** | | **SUPPORTING EVIDENCE** | | | | | | | | **REQUIRED CHANGES**  **(particularly teaching and learning** | | | | |
| Concerns regarding specific pupils' learning. | | * Data on attainment * Anecdotal teacher reports * SENDCO reports | | | | | | | | * Improvement in attainment and achievement * Methods developed to improve teaching and learning in specific children highlighted in SEN reports | | | | |
| **ACTIONS (including staff training needs)** | | **PERSONNEL/**  **ROLE** | | **TIME SCALE** | | | **COSTS** | | | **FUNDING SOURCE** | **SUCCESS CRITERIA** | | | **PROGRESS** |
| * Purchase of specific IT programme – Literacy Kit      * Staff to plan teaching time to release TA for focus work * Monitor progress. Analyse feedback from IEP’s / EHCP’s | | K SR  Class teachers | | Summer 2022  ongoing | | | £250 | | | Budget | * Staff are clear on how to use and get the best from Literacy Kit. * Programme installed ready for use on computers * Pupils actively involved in learning with TA support. * Policy and systems updated and in evidence throughout school day. | | | * To be reviewed at the beginning of each term. |
|  | |  | | **TOTAL COSTS** | | | 250 | | |  |  | | |  |
| **PROCEDURES FOR MONITORING ACTIONS** | | | | | | | **PROCEDURES FOR MONITORING IMPACT** | | | | | | | |
| * Termly review by SENDCO | | | | | | | Termly report to Governing Body committee | | | | | | | |
|  | | | | | | |  | | | | | | | |
| **INTENDED IMPACT (see overall target)** Improved pupil behaviour and enhanced learning | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical Environment** | | | | | |  | | | **To improve accessibility to the physical environment of the school for children and adults with visual impairments.** | | | | | |
|  |  | |  | |  | | |  | | | |  |  | |
| **CURRENT SITUATION/**  **CRITICAL ANALYSIS** | | **SUPPORTING EVIDENCE** | | | | | | | | **REQUIRED CHANGES**  **(particularly teaching and learning** | | | | |
| * Incorporation of appropriate signage when refurbishing and redecorating needed to benefit children and young people with visual impairments. * Improve lighting levels in class | | Reports from Property Consultant.  Staff complaining of sun shining in their eyes | | | | | | | | Improvements to the physical environment of the school to meet the specific needs of children and young people with visual impairments. | | | | |
| **ACTIONS (including staff training needs)** | | **PERSONNEL/**  **ROLE** | | **TIME SCALE** | | | **COSTS**  **£** | | | **FUNDING SOURCE** | **SUCCESS CRITERIA** | | | **PROGRESS** |
| * Obtain specialist advice on appropriate accessibility to physical environment. * Include advice and recommendations in the school's refurbishment programme. | | HT | | Autumn 2022  Ongoing | | | £TBC  £50 | | | School budget. | * Physical accessibility of the school increased. * Improved access to the curriculum for children and young people with disabilities. | | | Monitor on an annual basis |
|  | |  | | **TOTAL COSTS** | | | 50 | | |  |  | | |  |
|  | |  | |  | | |  | | |  |  | | |  |
| **PROCEDURES FOR MONITORING ACTIONS** | | | | | | | **PROCEDURES FOR MONITORING IMPACT** | | | | | | | |
| * Advice from Property Consultant. * Governor visits. | | | | | | | * Premises committee walk throughs | | | | | | | |
|  | | | | | | |  | | | | | | | |
| **INTENDED IMPACT (see overall target)** | | | | | | | | | | | | | | |
| * Physical accessibility of the school increased. * Overall improvement in attainment by children and young people with visual impairments. | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Information** | | | | | |  | | | **To increase awareness of the importance of accessible information for children and young people with disabilities and their parents.** | | | | | |
|  |  | |  | |  | | |  | | | |  |  | |
| **CURRENT SITUATION/**  **CRITICAL ANALYSIS** | | **SUPPORTING EVIDENCE** | | | | | | | | **REQUIRED CHANGES**  **(particularly teaching and learning** | | | | |
| Availability of written material in alternative formats. | | Audit of current documentation has demonstrated a gap in the school's ability to provide material in suitable alternative formats. | | | | | | | | The school needs to make itself aware of and offer the range of formats available and also of any services available from the local authority to assist with this task. | | | | |
| **ACTIONS (including staff training needs)** | | **PERSONNEL/**  **ROLE** | | **TIME SCALE** | | | **COSTS**  **£** | | | **FUNDING SOURCE** | **SUCCESS CRITERIA** | | | **PROGRESS** |
| * Monitor website information and alternative formats * Ensure that GDPR materials are available in different formats * Investigate ways to offer information in alternative languages * Liaise with advisory services for EAL families | | Headteacher  Headteacher  Administrator  Headteacher | | Ongoing  Ongoing  As required | | | Tech time included in SLA already | | |  | * Delivery of information to children and young people with disabilities and their parents improved. * Increased involvement in school activities by parents, children and young people with disabilities. * Information included in footer of all letters. * Statement on website home page * Clear GDPR guidance available | | | Ongoing monitoring through Premises committee management plan. |
|  | |  | | **TOTAL COSTS** | | |  | | |  |  | | |  |
| **PROCEDURES FOR MONITORING ACTIONS** | | | | | | | **PROCEDURES FOR MONITORING IMPACT** | | | | | | | |
| * Monitoring by governor’s committee. | | | | | | | * Website page hits / statistics | | | | | | | |
|  | | | | | | |  | | | | | | | |
| **INTENDED IMPACT (see overall target)** | | | | | | | | | | | | | | |
| School able to respond quickly and effectively to requests for information in alternative formats.  School offering alternative formats as required | | | | | | | | | | | | | | |

# Accessibility Plan

# Hornby

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Access** | | | | | |  | | | **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.** | | | | | |
|  |  | |  | |  | | |  | | | |  |  | |
| **CURRENT SITUATION/**  **CRITICAL ANALYSIS** | | **SUPPORTING EVIDENCE** | | | | | | | | **REQUIRED CHANGES**  **(particularly teaching and learning** | | | | |
| Concerns regarding specific pupils' learning. | | * Data on attainment * Anecdotal teacher reports * SENDCO reports | | | | | | | | * Improvement in attainment and achievement * Methods developed to improve teaching and learning in specific children highlighted in SEN reports | | | | |
| **ACTIONS (including staff training needs)** | | **PERSONNEL/**  **ROLE** | | **TIME SCALE** | | | **COSTS**  **£** | | | **FUNDING SOURCE** | **SUCCESS CRITERIA** | | | **PROGRESS** |
| * Training for staff re: use of ACCESSIBILITY tools in documents * Purchase of specific specialist software   Clicker  IDL software  Lucid   * Staff to plan teaching time to release TA for focus work * Monitor progress. Analyse feedback from EHCP’s * Induct new SENCO into role. | | SENDCO  K SR  Class teachers  SENDCO / Whole staff | | Spring / Autumn ‘22  Ongoing through Spring 2023  ongoing  ongoing | | | £ release time  £250 | | | Budget | * Staff are clear on how to use and get the best from tools. * Programmes installed ready for use on computers * Pupils actively involved in learning with TA support. * Resources purchased and being used to good effect * Policy and systems updated and in evidence throughout school day. * ‘Quality First’ teaching employed to support children | | | * To be reviewed at the beginning of each term. |
|  | |  | | **TOTAL COSTS** | | | 250 | | |  |  | | |  |
|  | |  | |  | | |  | | |  |  | | |  |
| **PROCEDURES FOR MONITORING ACTIONS** | | | | | | | **PROCEDURES FOR MONITORING IMPACT** | | | | | | | |
| * Termly review by SENDCO | | | | | | | Termly report to Governing Body committee | | | | | | | |
|  | | | | | | |  | | | | | | | |
| **INTENDED IMPACT (see overall target)** | | | | | | | | | | | | | | |
| Improved pupil behaviour and enhanced learning | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical Environment** | | | | | |  | | | **To improve accessibility to the physical environment of the school for children and adults with visual impairments.** | | | | | |
|  |  | |  | |  | | |  | | | |  |  | |
| **CURRENT SITUATION/**  **CRITICAL ANALYSIS** | | **SUPPORTING EVIDENCE** | | | | | | | | **REQUIRED CHANGES**  **(particularly teaching and learning** | | | | |
| * Incorporation of appropriate signage when refurbishing and redecorating needed to benefit children and young people with visual impairments. * Improve lighting levels in class | | Reports from Property Consultant.  Staff complaining of sun shining in their eyes | | | | | | | | Improvements to the physical environment of the school to meet the specific needs of children and young people with visual impairments. | | | | |
| **ACTIONS (including staff training needs)** | | **PERSONNEL/**  **ROLE** | | **TIME SCALE** | | | **COSTS**  **£** | | | **FUNDING SOURCE** | **SUCCESS CRITERIA** | | | **PROGRESS** |
| * Improve projection technology in school hall * Renew current signage in place and replace / upgrade as required * Upgrade to LED lights in toilets, entrance | | HT | | July 2023  Autumn / Spring 2023  Autumn 2022 ongoing | | | £2000  £50  £1000 | | | DFC fund  School budget. | * Physical accessibility of the school increased. * Improved access to the curriculum for children and young people with visual impairments. * Clear entrance signage * Improved lighting levels in all areas | | | Monitor on an annual basis |
|  | |  | | **TOTAL COSTS** | | | 3050 | | |  |  | | |  |
|  | |  | |  | | |  | | |  |  | | |  |
| **PROCEDURES FOR MONITORING ACTIONS** | | | | | | | **PROCEDURES FOR MONITORING IMPACT** | | | | | | | |
| * Advice from Property Consultant. * Governor visits. | | | | | | | * Premises committee walk throughs | | | | | | | |
|  | | | | | | |  | | | | | | | |
| **INTENDED IMPACT (see overall target)** | | | | | | | | | | | | | | |
| * Physical accessibility of the school increased. * Overall improvement in attainment by children and young people with visual impairments. | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Information** | | | | |  | | | **To increase awareness of the importance of accessible information for children and young people with disabilities and their parents.** | | | | | |
|  |  |  | |  | | |  | | | |  |  | |
| **CURRENT SITUATION/**  **CRITICAL ANALYSIS** | | **SUPPORTING EVIDENCE** | | | | | | | **REQUIRED CHANGES**  **(particularly teaching and learning** | | | | |
| Availability of written material in alternative formats. | | Audit of current documentation has demonstrated a gap in the school's ability to provide material in suitable alternative formats. | | | | | | | The school needs to make itself aware of and offer the range of formats available and also of any services available from the local authority to assist with this task. | | | | |
| **ACTIONS (including staff training needs)** | | **PERSONNEL/**  **ROLE** | **TIME SCALE** | | | **COSTS**  **£** | | | **FUNDING SOURCE** | **SUCCESS CRITERIA** | | | **PROGRESS** |
| * Monitor website information and alternative formats * Ensure that GDPR materials are available in different formats * Continue to provide information for SEN to parents via LA email * Make available coloured slides and screens for children with dyslexia | | Headteacher  Headteacher  Administrator  SENCO  Teachers | Summer 2022 ongoing  Autumn 2022 ongoing | | | Tech time included in SLA already | | |  | * Delivery of information to children and young people with disabilities and their parents improved. * Increased involvement in school activities by parents, children and young people with disabilities. * Information included in footer of all letters. * Statement on website home page * Clear GDPR guidance available | | | Monitor in summer 2024 |
|  | |  | **TOTAL COSTS** | | |  | | |  |  | | |  |
| **PROCEDURES FOR MONITORING ACTIONS** | | | | | | **PROCEDURES FOR MONITORING IMPACT** | | | | | | | |
| * Monitoring by governor’s committee. | | | | | | * Website page hits / statistics | | | | | | | |
|  | | | | | |  | | | | | | | |
| **INTENDED IMPACT (see overall target)** | | | | | | | | | | | | | |
| School able to respond quickly and effectively to requests for information in alternative formats.  School offering alternative formats and information as required | | | | | | | | | | | | | |

**REVIEW**

*The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).*

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Version Description** | **Date of Revision** |
| 1 | Reviewed original document   * updated vision statement and aims * updated accessibility plan for Leck * updated accessibility plan for Hornby | October 2024 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |