

St Thomas à Becket Church of England Federation

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ADOPTED NOVEMBER 2023

REVIEW NOVEMBER 2027

Equality Policy

(Including Equalities Objectives and Accessibility Plan)

Be the Best You Can Be;
Living 'life in all its fullness' (John 10:10)

In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

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Introduction

St Thomas à Becket Church of England Federation (which is referred to as the Federation in the rest of this document) welcome its duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that if all in our Federation community have a sense of wellbeing and are able to value themselves and others as made in the image of God and show respect for all, then they will be enabled to live life in all its fullness and “Be the best they can be”.

Why we have developed this Equality Policy

This Equality Policy for our Federation is a single Policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our Federation’s physical boundaries and within our local, national and global environments. Our Federation embraces the aim of working together with others to improve children’s educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

In conjunction with the Federation’s Equality Policy are our Equalities Objectives and Accessibility Plan which are attached to this Policy as Appendix One and Two respectively.

Our Equality Policy is inclusive of our whole Federation community – pupils, members of staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we will listen to and involve pupils, members of staff, parents/carers and the community in achieving better outcomes for our pupils.

Our Federation within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender assignment and social deprivation.

Demographics for the Federation	
Framfield Church of England Primary School	Blackboys Church of England Primary School
Small (95) rural primary school	Small (134) rural primary school
Special Educational Needs Pupils 10.52%	Special Educational Needs Pupils 6.7%
Pupils who have English as an additional language or are bilingual – 4.2%	Pupils who have English as an additional language or are bilingual – 3
Pupil Premium Grant or Free School Meals – 10 pupils	Pupil Premium Grant or Free School Meals – 14 pupils
Mostly white British heritage community: minority ethnic community of 6%	
Vast majority Christian faith or of no faith.	

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our Federation and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes¹.

Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our Federation community, within all aspects of school life.

Our Vision Statement about Equality

The Federation seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

¹ <http://www.unicef.org/crc/>

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole Federation community in the process of developing this policy in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils and the wider Federation community.

We are also guided by the United Nations Convention on the Rights of the Child² as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of pupils, their parents and partner agencies
- preparation for entry to a school within the Federation
- Federation policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam/assessment arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the Federation's arrangements for working with other agencies
- preparation of pupils for the next phase of education

² <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to Federation facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and members of staff welfare

The Roles and Responsibilities within our Federation Community

Our Federation Headteachers will:

- ensure that members of staff, parents/carers, pupils and visitors and contractors are engaged in the development of and review of the Equality Policy.
- oversee the effective implementation of the policy, including communicating with members of staff, parent/carers, pupils and visitors and contractors about this policy
- ensure members of staff have access to training which helps to implement the policy.
- develop partnerships with external agencies regarding the policy so that the Federation's actions are in line with the best advice available.
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it.

Our Governing Body will:

- designate a Governor with specific responsibility for the Equality Policy - Inclusion Governor.
- ensure that the objectives arising from the policy are part of the Federation's School Improvement Plans.
- support our Federation Headteachers in implementing any actions necessary.
- engage with parents, carers and partner agencies about the policy.
- evaluate and review the policy annually and the objectives and plan every four years.

Our Senior Leadership Team will:

- have responsibility for supporting other members of staff in implementing this policy.
- provide a lead in the dissemination of information relating to the policy.
- with their Headteacher, provide advice/support in dealing with any incidents/issues.
- assist in implementing reviews of this policy as detailed in the Federation's School Improvement Plans.

Our Federation members of staff will:

- be involved in the development and review of the policy.
- be fully aware of the Equality Policy and how it relates to them.
- understand that this is a whole Federation issue and support the Equality Policy.
- make known any queries or training requirements.

Our pupils will:

- be involved in the development and review of the policy and will understand how it relates to them, appropriate to age and ability.
- be encouraged to actively support the policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the policy.
- have access to the policy through a range of different media appropriate to their requirements.
- be encouraged to actively support the policy.
- be encouraged to attend any relevant meetings and activities related to the policy.
- be informed of any incident related to this policy which could directly affect their child.

Relevant voluntary or community groups and partner agencies will:

- be involved in the development and review of the policy.
- be encouraged to support the policy.
- be encouraged to attend any relevant meetings and activities related to the policy.

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our Federation community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Our Pupils, through our School Councils and pupil voice.
- Our Members of Staff, through our regular staffing meetings and the development of the Federation's Personal, Social, Health and Economic (PSHE) curriculum.
- Our Federation Governors, through regular Governor Meetings, Governor input in the development of the Federation's School Improvement Plans, Governor visits.
- Parents/Carers, through annual questionnaires, individual meetings facilitated by the Special Educational Needs Co-ordinator (SENCO), schools within the Federation websites, regular newsletters enabling feedback.

- Minority, Marginalised and Potentially Vulnerable Groups, through individual pupil voice meetings.
- Our Partners in the Community, through working with outside agencies e.g. the Parish Church and Christian Groups, and specific Governor activities.
- Ongoing: the Federation will continue to work with all stakeholders in addition to annually reviewing and developing associated action plans.

How we developed our Policy - Using information

We have used data and other information about our schools.

Through engagement activities the Federation undertakes regular reviews of for example the Accessibility Plan and holds Pupil Progress Meetings, therefore the Federation believes that its major stakeholders are satisfied with the policies and practices that it has in place.

The Federation fully utilises the knowledge that it gains from the data that is regularly collect about ourselves in a variety of ways and other people help us to do this also. The types of data that the Federation collects includes: academic progress reporting, progress of pupils in receipt of either Pupil Premium Grant or Free School Meals, progress of SEN pupils, behavioural and child protection data. From this data the strategies and policies that have been development have had a positive impact on both the Federation and its pupils.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

OfSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing pupils to respect others and contribute to wider society and life in Britain.

The local context and needs of our pupils and members of staff forms our focus of our Federation's School Improvement Plans for our schools these plans highlight all vulnerable groups.

We also value more qualitative information which may be given to us through for example our pupil voice mechanisms, less formally or even anonymously. In addition, the feedback from annual surveys of pupils, parents/carers and members of staff we are able to assess the engagement with and effectiveness of our strategies and policies.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

Through meetings, Continuous Professional Development (CPD) and referrals the Federation has established good links with our local and our wider community which includes; Sussex Police, Behaviour & Attendance Service, Children's Centres and

our Health Partners. We welcome them into our schools. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned Services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the Federation community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our Equality Policy and we require similar compliance by any sub-contractors.

Our Members of Staff

We comply fully with legislation which protects our members of staff (including teachers, teaching assistants, financial, administrative, maintenance and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made³ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

³ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

We will ensure the safety and well-being of our members of staff and take seriously and act on incidents of harassment and discrimination recognising that our members of staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment, which is demonstrated within the Federation's Accessibility Plan.

Members of staff have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our Federation community.

We have mechanisms in place to identify areas for development through a robust CPD system which reviews individual development needs.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice – based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practice a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our Federation's ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider Federation community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our pupils and communities.

The Federation has adopted Relationships and Behaviour Policies and an Anti-Bullying Policy which are available either online on the Federation Schools websites or through their School Offices. Pupils within the Federation are supported through internal school strategies including nurture groups and provisions made by Education Support, Behaviour and Attendance Service (ESBAS). The Federation reports all reportable incidents to the Local Authority in line with their data capture requirements and communicates both verbally and in writing as necessary with parents and carers.

Implementation, Monitoring and Review

It will be the responsibility of our Federation Headteachers to actively promote and disseminate this policy. Our Federation Headteachers will continue to work with all stakeholders to ensure their involvement.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and equality data and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our Federation community with reference to the protected groups.

Equality Policy

This policy will be reviewed as it is deemed appropriate, but no less frequently than annually. The policy review will be undertaken by the Federation's Headteachers and the Governing Body's Policies Working Party including the involvement of the dedicated Inclusion Governor and SEN Co-ordinator.

Equality Objectives and Accessibility Plan

Using the views of pupils, parents, members of staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be published as our Equality Objectives every four years and our Accessibility Plan every three years.

Appendix One

Equality Objectives 2019 - 2023

At our Federation the teaching and learning, achievements, attitudes and wellbeing of every child matter.

We work hard to provide a broad and balanced curriculum providing relevant and challenging learning for all children.

It follows the three principles set out in the National Curriculum Statutory Inclusion statement (2000):

- Setting of suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We interpret our duties positively; we take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors.

We recognise that there are similarities and differences between individuals and groups, but we strive to ensure that our differences do not become barriers to participation, access and learning. We strive to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We cannot achieve equality for all by treating everyone the same.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We have chosen the following Equality Objectives:

The promotion of spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Continual monitoring and consideration of how well the school ensures equality of opportunities for all its pupils

Our intentions for the coming school years is to continue to focus on:

- Children respecting and understanding others, valuing diversity while also appreciating our shared values
- Making sure that we offer equality of opportunity across our school community, making sure that no one is overlooked.

- Exploring inequality that exists in our society and encouraging children to play a part in promoting a more equitable society.

Our success in meeting these objectives is reviewed at least annually by the School's leadership team and governing body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and is focused on the 3 key areas.

- Improving access to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improving access to the curriculum for pupils with a disability to ensure that they are as equally prepared for life as are pupils who are not disabled (if a school fails to do this, they are in breach of duties under the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving the delivery of written information; examples might include information about school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Learning and Teaching Policy
- Staff Development Plan
- Health and Safety Policy (including off-site safety)
- Special Educational Needs Policy
- SEN Information Report
- School Development Plan
- School Prospectus/Vision Statement

The Accessibility Plan will be monitored by the Governing Body.

Document written by: Sophie Levey

Appendix Two - Blackboys CEP School / Framfield CEP School – Accessibility Plans September 2023 - 2027

Blackboys Church of England Primary School

Improving access to the curriculum				
Targets	Actions	Timescale	Responsibilities	Outcomes
<p>All teachers and teaching assistants have the necessary training to identify, teach and support all pupils.</p> <p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p>	<p>a) All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. Dyslexia, Neuro-diversity, MWEH.</p> <p>b) Focus on EEF's '5 a Day' to support children with SEND in daily teaching practice; Explicit Instruction, Cognitive and Metacognitive Strategies, Scaffolding, Flexible Grouping and using Technology.</p> <p>c) Focus on inclusive teaching of foundation subjects as well as key areas (reading, writing, maths). Observation schedule in place starting in T2</p> <p>d) Support for outside agencies where appropriate to support teaching and learning of vulnerable children (EPS, CLASS, OT, SaLT)</p> <p>e) Drop-in sessions arranged with EP before end of T4.</p>	<p>From Autumn 2023</p>	<p>Head teacher</p>	
<p>All staff have necessary training to keep all children safe and well at school.</p> <p>Training for First Aiders in epi-pen use updated yearly.</p> <p>Also relevant staff have complete Diabetes support training, through Royal Alexandra nurses. Yearly.</p> <p>Both First Aiders have updated First Aid at Work and Paediatric First Aid courses during 2022/23.</p>	<p>Ensure that all relevant staff have up to date training. Senco to meet with LS to discuss.</p>	<p>From Sept 2023</p>	<p>First Aid Co-ordinator to ensure all staff relevant staff have up to date training.</p> <p>Office to check availability of courses.</p>	
<p>All staff are aware of curriculum access issues.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>High quality ANPs and Pupil Passports are in place.</p> <p>Regular inclusion in-class support for all CTs in place across the school year.</p> <p>CLASS visits to early years provision monitoring has taken place in T6/T1.</p>	<p>Every term, on-going</p>	<p>Head, SENDCo</p>	

<p>Laptops are widely available to children in class. All classes use their timetabled slots in the ICT room.</p> <p>Children are encouraged to use alternative technologies to support learning.</p> <p>Visualizers are used in class to support teaching and learning.</p>	<p>To be monitored by HT and SENCO as part of '5 a Day' focus.</p> <p>Also ICT subject leader for ICT to audit regular use of laptops in class, including use of programmes Mathletics, Times Tables Rockstars, Purple Mash.</p> <p>Also regular use of visualiser by CTs.</p>	From Sept 2023	SENDCo	
<p>Review TA deployment</p> <p>Ensure adult support is available when needed during key times such as lunchtimes, PE lessons in order for all pupils to participate fully.</p>	<p>Review provision regularly to ensure TAs are available to support pupils as required.</p>	Regularly as part of Pupil Progress Review Meetings	Head, SENDCo	
<p>Ensure all extra curricular activities - school trips and residential visits are planned to ensure they are accessible to all.</p> <p>All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>All children in school are able to access all school trips and take part in range of activities.</p>	<p>Review all out of school provision to ensure compliance with legislation</p> <p>a) Develop guidance for staff on making trips accessible</p> <p>b) Centres chosen which include provision for disabled pupils</p> <p>Charging and Remission Policy Reviewed, including use of PPG.</p>	<p>On going</p> <p>As appropriate</p>	<p>Head teacher/Governors</p> <p>All CTs arranging trips off site.</p>	
<p>Ensure all children participate equally in after school and lunch time activities.</p> <p>All children are confident and able to participate equally in out of school activities.</p>	<p>Participation in clubs at lunch and after school is reviewed regularly by HT. All children participate in clubs, after school activities, visits and are equally represented in positions of responsibility across the school</p>	From Sept 2023	Head teacher/SENDCo	

Improving the physical environment				
Targets	Actions	Timescale	Responsibility	Review

All building and re-decoration work takes account of East Sussex Accessibility guidance. On-going improvements in access to all areas when undertaking routine and maintenance works.	a) Share East Sussex accessibility toolkit with relevant personnel and contractors.	On-going	Head teacher/Governing body	
Any recent actions identified or taken:	Autumn 2023: We have plans to replace the wood chip in our play area with bouncy asphalt as this is safe and more durable.			This was found to not be good value for money and a decision was made to refresh the current woodchip instead. Completed Sept 2023.
To ensure that the school and grounds have appropriate access for pupils, parents and the wider community.	Access into and around our school site is good. Our Head and governor with responsibility for Buildings and Premises, Samantha Butler, will complete a walk through school to review disabled access to the building and grounds and identify any possible improvements for consideration.	Term 2, Sept 2023	Head/Governor.	
Ensure that disabled pupils can be safely evacuated. <ul style="list-style-type: none"> Any disabled children and staff working with them will feel safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities. Ensure all fire escape routes are suitable for all. 	All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children should the need arise. Monitored as part of Fire Risk Assessment Fire alarms 3 times a year show that children respond sensibly and quickly. Our caretaker monitors fire doors and fire-fighting equipment regularly. Our Fire Evacuation Plans have been updated to show the responsibilities of all adults when assisting the children in evacuating the school building.	Review annually as part of Fire Risk Assessment	Head teacher/Site Manager/Governing body	October 2023: the latest drill was completed in 2 mins 5 seconds (27 th September)

Improving access to information				
Targets	Actions	Timescale	Responsibilities	Success criteria
Availability of written materials in different forms (larger or alternative formats). Delivery of information to all pupils, staff and parents improved.	The school will make itself aware of the services available through the LEA for converting written information into alternative forms. Parents of children with English as an Additional Language to be aware of the support available through EALS.	From September 2023 - on-going	Head teacher	

	<p>Most communication with parents/carers happens via Parentmail. Hard copies are available on request. We are always happy to pass on information on the phone as needed.</p> <p>Parents are made aware of and supported to access support through EALs as appropriate.</p>			
<p>Make available school prospectus, school newsletters and other information for parents in alternative formats.</p> <p>Delivery of school information improved</p> <p>School information published on school website and Parentmail updated regularly</p>	<p>Review all current school publications and promote their availability in different formats as required</p> <p>School office staff and PSA will support and help parents to access information and complete forms for them.</p> <p>Paper copies are still available on request. They are forwarded automatically to families who have let us know they prefer a paper copy,</p> <p>Our school 'X' (previously Twitter) account is accessed by many families for updates about school events,</p>	<p>From September 2023 – on-going</p>	<p>Head teacher</p>	
<p>Extending the use of the school website for home learning (Mathletics, Purple Mash,, TT Rock Stars) with parents, carers and children.</p>	<p>Class teachers to continue to promote home learning, with more discussion among children about its use, to lead to increased engagement.</p> <p>The class pages on the website hold all the information needed to understand what each class are currently learning, what the spelling lists are and has access to the home learning menus.</p>	<p>From September 2023</p>	<p>Head teacher, Class teachers</p>	
<p>Survey parents/carers about the quality of school/home communication.</p> <p>Parental information is surveyed and action take and appropriate</p>	<p>On-line yearly (Feb) survey to parents about the quality of communication, as part of Autumn and Spring parent consultations</p>	<p>Spring 2024</p>	<p>Head</p>	

Framfield Church of England Primary School

Improving Access to the Curriculum				
Targets	Actions	Timescale	Responsibilities	Outcomes
<p>All teachers and teaching assistants have the necessary training to identify, teach and support all pupils.</p> <p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p>	<ul style="list-style-type: none"> f) All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. Dyslexia, differentiation, alternative recording. g) Focus on inclusive teaching of foundation subjects as well as key areas (reading, writing, maths). Observation schedule in place starting in T1 h) Staff training from CLASS including regular drop-ins for all teachers. i) Front Door referrals for focused children and support in place through CLASS. CITES and private Speech and Language provision. Including Makaton training for EYFS staff j) The EAL service work flexibly with children and their families to support curriculum access k) Drop-in sessions arranged with EP before end of T4. 	From Autumn 2023	Head teacher	
<p>All staff have necessary training to keep all children safe and well at school.</p> <p>Training for First Aiders in epi-pen use updated yearly.</p> <p>Also relevant staff have complete Diabetes support training, through Royal Alexandra nurses. Yearly.</p> <p>Both First Aiders have updated First Aid at Work and Paediatric First Aid courses during 2022/23.</p>	<p>Ensure that all relevant staff have up to date training. Senco to meet with LS to discuss.</p> <p>Review in training requirements in September.</p>	From Sept 2023	<p>First Aid Co-ordinator to ensure all staff relevant staff have up to date training.</p> <p>Office to check availability of courses.</p>	
<p>All staff are aware of curriculum access issues.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>High quality ANPs and Pupil Passports are in place.</p> <p>Regular inclusion in-class support for all CTs in place across the school year.</p> <p>CLASS visits to early years provision monitoring has taken place in T6/T1.</p>	Every term, on-going	Head, SENDCo	

<p>Laptops are widely available to children in class. All classes use their timetabled slots in the ICT room.</p> <p>Children are encouraged to use alternative technologies to support learning.</p> <p>Visualizers are used in class to support teaching and learning.</p>	<p>Federation ICT subject leader for ICT to audit regular use of laptops in class, including use of programmes Mathletics, Times Tables Rockstars, Purple Mash.</p> <p>Also regular use of visualiser by CTs.</p>	From Sept 2023	<p>SENDCo SLs</p> <p>SENDCo</p>	
<p>Review TA deployment</p> <p>Ensure adult support is available when needed during key times such as lunchtimes, PE lessons in order for all pupils to participate fully.</p>	<p>Review provision regularly to ensure TAs are available to support pupils as required.</p>	Regularly as part of Pupil Progress Review Meetings	Head, SENDCo	
<p>Ensure all extra curricular activities - school trips and residential visits are planned to ensure they are accessible to all.</p> <p>All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>All children in school are able to access all school trips and take part in range of activities.</p>	<p>Review all out of school provision to ensure compliance with legislation</p> <p>a) Develop guidance for staff on making trips accessible</p> <p>b) Centres chosen which include provision for disabled pupils</p> <p>Charging and Remission Policy Reviewed, including use of PPG.</p>	<p>On going</p> <p>As appropriate</p>	<p>Head teacher/Governors</p> <p>All CTs arranging trips off site.</p>	
<p>Ensure all children participate equally in after school and lunch time activities.</p> <p>All children are confident and able to participate equally in out of school activities.</p>	<p>Participation in clubs at lunch and after school is reviewed regularly by HT. All children participate in clubs, after school activities, visits and are equally represented in positions of responsibility across the school</p>	From Sept 2023	Head teacher/SENDCo	
<p>Ensure all children participate equally in after school and lunch time activities.</p> <p>All children are confident and able to participate equally in out of school activities.</p>	<p>Participation in clubs at lunch and after school is reviewed regularly by Headteacher. Participation by children in vulnerable groups is the same as that for all children.</p>	January 2020	Headteacher/SENDCo	

Improving the physical environment				
Targets	Actions	Timescale	Responsibility	Review
<p>All building and re-decoration work takes account of East Sussex Accessibility guidance.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works.</p>	<p>a) Share East Sussex accessibility toolkit with relevant personnel and contractors.</p>	<p>On-going</p>	<p>Head teacher/Governing body</p>	
<p>Any recent actions identified or taken:</p>				
<p>To ensure that the school and grounds have appropriate access for pupils, parents and the wider community.</p>	<p>Access into and around our school site is good. Our Senco and Inclusion Governor will complete a walk through school to review disabled access to the building and grounds and identify any possible improvements for consideration.</p> <p>We now have a governor with responsibility for buildings and premises, Samantha Butler. Samantha does a yearly audit and feeds back to both Head and Finance Committee.</p>	<p>Term 1, Sept 2023</p>	<p>SENDCo/Governor.</p>	
<p>Ensure that disabled pupils can be safely evacuated.</p> <ul style="list-style-type: none"> Any disabled children and staff working with them will feel safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities. Ensure all fire escape routes are suitable for all. 	<p>All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children should the need arise.</p> <p>Monitored as part of Fire Risk Assessment</p> <p>Fire alarms 3 times a year show that children respond sensibly and quickly.</p> <p>Our caretaker monitors fire doors and fire-fighting equipment regularly.</p> <p>Our Fire Evacuation Plans have been updated to show the responsibilities of all adults when assisting the children in evacuating the school building.</p>	<p>Review annually as part of Fire Risk Assessment</p>	<p>Head teacher/Site Manager/Governing body</p>	

Improving access to information				
Targets	Actions	Timescale	Responsibilities	Success criteria
Availability of written materials in different forms (larger or alternative formats). Delivery of information to all pupils, staff and parents improved.	<p>The school will make itself aware of the services available through the LEA for converting written information into alternative forms.</p> <p>Parents of children with English as an Additional Language to be aware of the support available through EALS.</p> <p>Most communication with parents/carers happens via Parentmail. Hard copies are available on request. We are always happy to pass on information on the phone as needed.</p> <p>Parents are made aware of and supported to access support through EALs as appropriate.</p> <p>Our local Ukrainian community have a Whatsapp group to support information sharing.</p>	<p>From September 2023</p> <p>-</p> <p>on-going</p>	Head teacher	
<p>Make available school prospectus, school newsletters and other information for parents in alternative formats.</p> <p>Delivery of school information improved</p> <p>School information published on school website and Parentmail updated regularly</p>	<p>Review all current school publications and promote their availability in different formats as required</p> <p>School office staff and PSA will support and help parents to access information and complete forms for them.</p> <p>Paper copies are still available on request. They are forwarded automatically to families who have let us know they prefer a paper copy,</p> <p>Our school Twitter account is accessed by many families for updates about school events,</p>	<p>From September 2023</p> <p>-</p> <p>on-going</p>	Head teacher	
Extending the use of the school website for home learning (Mathletics, Purple Mash, Spelling Shed, TT Rock Stars) with parents, carers and children.	<p>Class teachers to continue to promote home learning, with more discussion among children about its use, to lead to increased engagement.</p> <p>The class pages on the website hold all the information needed to understand what each class are currently learning, what the spelling lists are and has access to the home learning menus.</p>	<p>From September 2023</p>	Head teacher, Class teachers	
<p>Survey parents/carers about the quality of school/home communication.</p> <p>Parental information is surveyed and action take and appropriate</p>	<p>On-line yearly (Feb) survey to parents about the quality of communication, as part of Spring parent consultations</p>	<p>Spring 2024</p>	Head	

