



Equality, Accessibility, Cohesion 2018 – 2021

This document draws together the following;

- Equality Policy
- Equality Statement
- Equality Plan
- Accessibility Plan
- Cohesion Plan

Our Mission is to offer local families access to an outstanding primary education in a caring school based at the heart of our community. We have four aims for different groups in our school community:

- Children – *We aim to make school fun and to prepare you for life in the world you are growing up in*
- Parents – *We aim to teach your child in the way that best matches their needs so they can achieve success, be happy at school and build good relationships with other people*
- Staff – *We aim to provide support so that you can develop professionally and contribute fully to our shared success*
- Our village – *We aim to be a treasured asset in our community*

1. Equality Policy Statement

1.1 In accordance with our mission statement, we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

1.2 We will assess our current school practices and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity; We will actively seek to:
 - Eliminate unlawful discrimination and harassment
 - Promote equality of opportunity between men and women.
- disability,
- sexual orientation; We will actively seek to:
 - Promote equality of opportunity regardless of sexual orientation
 - The school recognise their equality duties as essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- age.

1.3 We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background

1.4 Pupil Attainment and Progress

1.4.1 Whitchurch Primary School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

1.4.2 Whitchurch recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

1.5 Quality of provision: Teaching and Learning

1.5.1 All staff ensures the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

1.5.2 We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

1.5.3 Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

1.5.4 Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

1.5.5 Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

1.5.6 Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

1.5.7 This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

1.6 Quality of Provision: The curriculum and other activities

1.6.1 This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

1.6.2 The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers

- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people

1.6.3 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

1.6.5 Extracurricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

1.6.6 Our PE policy throughout the school is to encourage children to enjoy all aspects of PE, whether it is competitive or creative, individual or team based. This helps them to play or participate in sports throughout their lives, which has many benefits both to their health as well as socially.

The school perceives inter-school **competitive** sports as a means of extending pupils that demonstrate the requisite skills and qualities, or who are deemed gifted, in this curriculum area.

As a school, we enter many matches, festivals and tournaments (both competitive and non-competitive) and all staff involved recognise the need to work towards an inclusive approach that enables as many pupils as possible to experience competitive sport, in some cases representing the school. Throughout the year, we also organise Inter House Sporting Competitions so to give more pupils the chance of participating in competitive sporting competition.

See Appendix A for our selection Criteria for sports.

1.7 The quality of provision: Guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

1.8 Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Oxfordshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

1.9 Partnership with pupils, parents, carers and the community

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, they are invited to Pupil profile meetings where they can gain an understanding of the purpose of any intervention or programme of action.

1.10 Leadership and Management

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Oxfordshire County Council guidelines.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members.

1.10.1 Linguistic diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

2. Statutory requirements

2.1 The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Oxfordshire Council guidance for recording prejudice related incidents involving pupils in schools.

2.2 The accessibility plan in Section 11 is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

2.3 The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

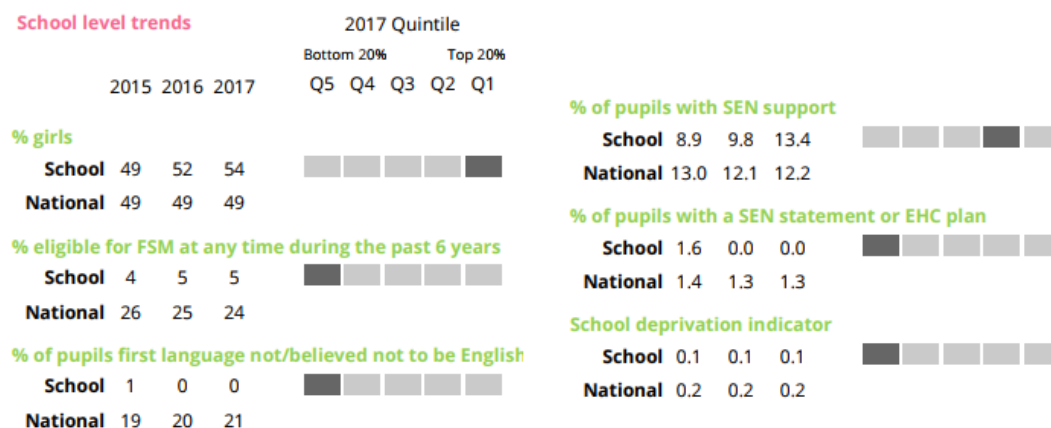
The following statements outline both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

3.1 Whitchurch Primary is a smaller than average school serving the village community of Whitchurch-on-Thames in South Oxfordshire.

3.2 Children are taught in a range of different ways including single and mixed age classes, and the composition of these can change each year. There is a distinct imbalance in the number of boys and girls in some year groups. The school is attracting an increasing number of pupils from outside the immediate area.

3.3 When children start in the Reception class their attainment is broadly average although in reality there is a very wide variation in what they can actually do.

3.4



3.5 The school is a community school with no religious affiliation. Religious Education is taught according to the locally agreed syllabus.

3.6 Our school is typical of the South Oxfordshire area and has little diversity of faith, race and cultural backgrounds. We also have limited representation of children with a disability/impairment. As such, we need to explore opportunities to increase understanding and inclusion by our pupils of the diversity of in the wider UK and global community. Awareness and tolerance of other protected characteristics such as sexual orientation will also be addressed.

4. Responsibilities

4.1 Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

4.2 The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

4.3 All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;

- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

5.1 The headteacher is responsible for co-ordinating CPD. The School Development Plan and performance management process for all staff identifies training needs. All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality of opportunity in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements. Members of the governing body will also identify their own training through a skills analysis.

6. Publication and review

6.1 This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in December 2020.

7. Reporting on progress and impact

7.1 A report on progress with the actions listed below will be published by the governors via the school website annually. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

8.1 This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Regular assessments throughout the year are made for pupils. Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements

Foundation subjects and science and computing, are assessed at least once a year summatively. Analysis of standards informs teaching and learning.

Attainment and progress of those children on the SEN(D) Register, pupils receiving intervention support and disadvantaged pupils are monitored by the pupil manager and SENCO.

Data relating to attendance is monitored by the school attendance admin and the Head teacher. Parents are kept informed where attendance drops below target levels, and when it improves.

School assessment and performance information is compared to national data and LA data to ensure that pupils are making appropriate progress when compared to all schools and schools in similar circumstances. The governing body receives regular updates.

Parents receive an annual questionnaire about the school and this includes some questions about the success of our policies in promoting their involvement in their children's learning.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below

9. How we chose our equality objectives

9.1 Our equality objective-setting process has involved gathering evidence as follows:

- from the equality impact assessments listed in Section 8 above,
- from data shown in the LA Census, ROL / ASP, Early Years Assessments and GLD and the LA Summary document
- from involving relevant people (including disabled people) from the start, through governing body meetings, the annual parent questionnaire, EHCP reviews, Pupil premium questionnaires, informal conversations with families and meetings with professional who support named children, Pupil Profile meetings with parents and all about me interviews with children.

9.2 The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

10. Equality Objectives 2017-20 (To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)	Action	lead	Achieved by	Success criteria	IMPACT
No child will be excluded from workshops and trips during the school day for financial reasons. The school budget / school fund will subsidise where necessary to ensure equality and diversity. (See HT report to Governing Body and PPM Monitoring)	Termly Review uptake of clubs and trips to ensure financial reasons aren't restricting involvement	DC/ GJ/K R	Sept 2019	Records of club take up cross ref with PPM	All groups of pupils in the school community have equal access to opportunities offered within the school.
To continue to promote good attendance for all children so that there are no differences between groups of children. (Termly reports to Governing Body)	School will provide a termly review of individual pupils circumstances taking into account religious/ cultural events	DC/ KR	Summer 2018	School will be able to clearly identify id gaps between groups are linked to religious cultural events	Unauthorised absences are fairly and consistently assigned across all groups
Ensure the gap continues to narrow for all our children falling into cohorts defined under the school's equality policy, that is, pupils with impairments; pupils with English as an alternative language (EAL); pupils eligible for pupil premium (PP); pupils with special educational needs and disabilities (SEND); and more able, most able pupils (MA)	Introduce use of standardised scores to monitor progress of pupils and groups	DC/ GJ	July 2018	Children will undertake assessment that provide standardised scores	School will have more effective data to measure impact of interventions to close gaps
	Clearer records of intervention and provision for groups or individual	DC/ GJ	Sept 2018	SENCO can evidence intervention on provision map	School will have strong evidence base to apply for additional support for pupils with specific needs.
To continue to monitor and analyse pupil achievement by race, gender, disability and socio economic factors and act on any trends or patterns in data to ensure	Analyse if groups identified in ASP data are cohort or year on year pattern	GJ	Oct 2018	Clear pattern of trends over 3 year period identified and shared with governors	School can focus on significant data trends and not just react to cohort blips

inequalities are challenged and addressed. (ASP, FFT, LA Summary, TA data)	Assign Link Governor to PPM to monitor effective spend	DC	Sept 2018	School Governing body will have key member responsible for PPM spend	PPM spend challenged for effectiveness and
To ensure staff CPD programme closely meets the need of identified children and the professional development of staff to enable the school to move forward and support pupils to close gaps.	Training for staff on PDA	DC	October 2018	Key school staff will be better trained to deal with needs of specific pupils	School staff will have relevant skills to support the needs of specific pupils
	Restraint training for school staff	DC	March 2018	School staff will have safe methods to deescalate and restrain pupils if required	
	Training for school staff on social stories	DC	October 2018	Key school staff will be better trained to deal with needs of specific pupils	
	Training for school staff on gender identity	DC	July 2019	School will have enhanced knowledge on how to support pupils with gender identity issues	Pupils will be happy and confident in their learning and will not experience prejudice
To ensure that all training is up to date, for example Prevent duty, safeguarding, and medical needs. This ensures there are no barriers to individual children making progress.	Ensure key school staff are aware of procedures for cross county support	DC	July 2019	School will deal quickly and effectively with cross boarder communications	Pupils will specific needs will receive timely support based on advice from professionals

11. Accessibility Plan 2017-20

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Action	Responsible	Achieved by	Success criteria	IMPACT
Improvements in access to the curriculum	Liaison with school nurse, SNAST, specialist staff and occupational health to support children with SEND need and purchase resources as recommended	DC/GJ	Annually	Pupils with specific needs will have access to resources as recommended by advising professionals	Pupils will access the curriculum more easily due to specific targeted resources which will result in more positive engagement and outcomes
	Staff CPD to support identified SEND needs i.e. ,Autism, ADHD, PDA	DC	Sept 2018	Staff be able to provide better support for pupils needs	Staff will provide support that removes barriers to learning
	Ensure there are positive images in school books and other materials	DC	March 2019	Evidence around school of materials that promote positive images	Pupils will be more familiar with positive range of accessibility issues
Physical improvements to increase access to education and associated services	Purchase additional i-pads to support learning needs of specific pupils	DC	Sept 2018	TA/Pupils have access to specific support packages	Pupils will have access to curriculum
	Designated space for ELSA and social groups	DC/FB	Spring 2020	Confidential and quiet space available for groups	Pupils will receive quality support and intervention in a designated safe space
	Noise cancelling headphones for ASD pupils	DC	October 2018	Resources and strategies available to be used where required	Pupils will feel safe and settled in their learning environments
	More high interest low readability book for older pupils	DC/GR	Dec 2018	Older pupils engage more regularly with range of reading	Gap closes for older pupils with reading difficulties

				materials	
	Audit maths practical resources	NF/DC	Oct 2018	Resources more readily available and used in lessons for pupils struggling with specific concepts	Gap closes for pupils with maths difficulties
	Create quiet spaces in identified classrooms for ADHD/ADD pupils	Staff	Sept 2018	Pupils able to focus better on learning in lessons	Positive progress is seen for pupils with ADHD/ADD
Improvements in the provision of information in a range of formats for disabled pupils	Liaison with school nurse, SAS, specialist teachers and occupational health to support SEND children and purchase resources as recommended	GJ	Nov 2018	Pupils have access to	Positive progress is seen for pupils with specific needs
	To ensure full access to ICT with consideration for text size, layout, audio contrasts to support visually impaired, disabled and hearing impaired individuals – tablets and additional i-pads	DC/MM	September 2019	Technology will be used in a way that is not detrimental to the learning experience	Ict used to enhance learning experiences
	Use of specific fonts/ overlays where recommended for specific pupils	GJ/DC	Jan 2019	Pupils will have resources available where required	Positive progress is seen for pupils with specific needs

12. Community Cohesion Plan 2017-20

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community / local communities / communities across the UK / the global dimension

	Action	Responsible	Achieved by	Success criteria	IMPACT
Teaching, learning and the curriculum	Ensure that a range of visits and visitors enhance teaching, learning and the curriculum	MC (RE) GR DC	Sept 2019	School has hosted a range of different visitors that add have enhances the curriculum	Pupils demonstrate Mutual respect for and tolerance of those with different faiths, beliefs and backgrounds
	Displays develop greater understanding of the wider world we live in i.e. Where we come from display – workshops and visits/visitors	All staff	Dec 2019	Different displays around the schools	
Equity between groups in school, where appropriate	To continue to make contact with different ethnic/ religious groups within and outside the school community in order to: enrich the curriculum, be representative of all school groups and broaden the pupils’ awareness of cultural diversity in a positive and meaningful way	All teams	Sept 2019	Evidence of different links and visitors	Increase children’s awareness of education around the wall and challenge stereotypes
Engagement with people from different backgrounds, inc. extended services	Ensure that a range of visits and visitors come into school to enhance learning	All teams	On going	Evidence of different links and visitors	
	Foundation staff continue liaison with pre school	EYFS staff	Sept 2018	Shared planning for use of shared areas	A shared vision drives the development of shared areas.

	Purchase resources to support learning i.e. multi-cultural clothes, toys and dolls, bilingual books and posters	ALL teams DC		Resources from a range of are integrated into classroom practice	Pupils demonstrate Mutual respect for and tolerance of those with different faiths, beliefs and backgrounds
	Continue links with School in Pakistan and introduce schools in different circumstances	DC Teams	Sept 2019	Pupils have activite links through classwork with schools from around the world.	Pupils demonstrate an understanding of different faiths, beliefs and backgrounds

Accessibility Audit December 2017

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p>Academic areas e.g. classrooms, assembly hall, library</p> <p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p> <p>Social facilities e.g. canteen, common rooms</p> <p>Play areas</p> <p>Playgrounds</p>	<ul style="list-style-type: none"> Classroom - LA sq footage survey Outdoor areas flat Hall – access doors Toilet - Disabled toilet, 	<ul style="list-style-type: none"> Classroom Lips to class room doors Toilet – be aware of further access if required
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<ul style="list-style-type: none"> Disabled toilet has room for hoist & changing bed if required 	<ul style="list-style-type: none"> Review according to admissions
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<ul style="list-style-type: none"> Pedestrian access has been moved to Muddy lane, car park restricted to parking 1 disabled space 	<ul style="list-style-type: none">
<p>Emergency and evacuation systems inform and include all pupils and are accessible to ALL pupils, including pupils with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.</p>	<ul style="list-style-type: none"> Alarms have auditory provision. All emergency exits are marked. Regular practises take place of emergency evacuation. 	<ul style="list-style-type: none"> Review with LA according to admissions
<p>Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Review with LA according to admissions
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<ul style="list-style-type: none"> Pupil audit shows pupils are able to identify signage. 	<ul style="list-style-type: none">
<p>All areas to which pupils have access are well lit.</p>	<ul style="list-style-type: none"> Yes - recent repairs to emergency lighting 	<ul style="list-style-type: none">
<p>Steps are taken to reduce background noise for hearing</p>	<ul style="list-style-type: none"> Conservatory roof had filters added 	<ul style="list-style-type: none"> Review with LA

impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.	to reduce glare	according to admissions
Furniture and equipment are selected, adjusted and located appropriately:	<ul style="list-style-type: none"> • New toilets fitted at appropriate heights 	<ul style="list-style-type: none"> • Review within admission • Review furniture according to pupils using room

CURRICULUM ACCESS

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	<ul style="list-style-type: none"> • Support given for ASD from ASD advisory teacher • ADHD training from SNAAT • 2011 –member of staff trained in Specific Literacy difficulties 	Dyslexia training refresher PDA training 2018 Precision teaching update required
Classrooms are optimally organised for disabled pupils.	<ul style="list-style-type: none"> • Use of visual timetables where appropriate • 	Create work spaces for ADD/ASD pupils where required
Lessons provide opportunities for all pupils to achieve.	<ul style="list-style-type: none"> • Differentiated lessons • Practical resources • Differentiated success criteria • Practical equipment 	Audit maths practical resources
Lessons are responsive to pupil diversity.	<ul style="list-style-type: none"> • Materials include different pupils • Assemblies refer to similarities and differences and education children 	
Lessons involve work done by individuals, pairs, groups and the whole class.	<ul style="list-style-type: none"> • Variety of grouping evident 	
All pupils are encouraged to take part in music, drama and physical activities.	<ul style="list-style-type: none"> • House competitions encourage involvement by all 	
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	<ul style="list-style-type: none"> • Work breaks for ASD children • Sensory breaks • ICT use for writing support 	

	<ul style="list-style-type: none"> • Slopes and sensory resources purchased where required 	
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	<ul style="list-style-type: none"> • Staff and TAs allow additional time support where required 	
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education. Teachers provide a variety of opportunities for pupils with SEN/AEN to provide outcomes in formats that are not always written.	<ul style="list-style-type: none"> • Use of technology to involve in activity • Adjustments made to timetable for some lessons • Partnership sports events provided for pupils with different skill levels 	14-15 timetable adjustments to be made for some pupils
Access to computer technology is appropriate for students with disabilities.	<ul style="list-style-type: none"> • Technology provided where appropriate 	Use of noise cancelling headphones
School visits are made accessible to all pupils irrespective of attainment or impairment. Guidance is available in 'Out and About in Oxfordshire'	<ul style="list-style-type: none"> • Additional staff sent to support pupils with needs • Pupils attending visits 	
All staff have high expectations of all pupils.	<ul style="list-style-type: none"> • Evident in lesson observations 	
All staff seek to remove all barriers to Learning and participation.	<ul style="list-style-type: none"> • Evident in lesson observations 	
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations.	<ul style="list-style-type: none"> • Additional time sought where appropriate according to guidelines 	SNAST to provide evidence of pupils requiring additional time due to reading rate/processing

ACCESS TO INFORMATION

Statement	Evidence	Action needed.
The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille and MOON for pupils and prospective pupils who may have difficulty with standard forms of printed information.	<ul style="list-style-type: none"> Provision made when appropriate and support service advice sought. 	Annual review made in discussion with staff and SNAST
<p>The school liaises with LA support services to:</p> <ul style="list-style-type: none"> present information in an accessible format e.g. use of OHP, power point projection and photocopied resources; provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; modify language where appropriate. 	<ul style="list-style-type: none"> Pupil case conferences presented in formats appropriate for parent audience. 	
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visual Impairment Support Service for Assistance with Braille.	<ul style="list-style-type: none"> Information available on School website 	
Staff are familiar with technology and practices developed to assist people with disabilities.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Further training may be sought according to needs
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of lip speakers / interpreters / note-takers	<ul style="list-style-type: none"> Parents evening forms reinforce spoken conferences Visual presentations enhance parents meetings 	

Appendix A

Selection Criterion for sports teams

This criterion varies from fixture to fixture and is hugely dependent on the level of competition, as well as the number of children that we are allowed to take to events. Many of the competitions that we enter are of a high standard, with opposition being extremely competent in terms of skill level, knowledge of rules, tactical knowledge, strength and speed.

Selection criterion for team events is based on:

- Level of skill demonstrated
- Level of fitness
- Understanding of games, tactics and rules
- Emotional maturity to cope with the pressure
- *Attitude of player on and off the field of play*
- *Performance of the player as a team member*
- *Understanding of the importance of safety*

For all individual competition selection, for example: cross country, athletics, and indoor athletics, the pupils are selected from either PE and games lessons or by attending training and trials. The pupils with the best results/times represent the school (unless it is a non-competitive event).

Selection for School Teams

In an ideal world, we would love to give every child the opportunity to represent the school in every competition that we enter. However, due to circumstances beyond our control (usually squad size restrictions or the staff available) this is not possible. We also have to consider the level of the competition that the team will be facing and select children accordingly.

Whenever numbers and rules allow, we will always attempt to enter more than one team in a competition in order to allow as many children as possible to compete. Whitchurch Primary has high participation rates and is proud that **all** children are given many sporting opportunities – not just inter-school competitions but also intra-school competitions: after-school clubs, Sport Relief and Inter House sport competitions.

Role of Parents

We think our policy is equitable and would like to thank parents in advance for supporting us as follows:-

- If your child is regularly chosen for a team, please help them to understand it is a privilege to represent the school and they should be proud of themselves.
- If your child is not chosen, encourage them to keep coming to practices and enjoy what they do with the club; they are still part of the success of their team mates, it is good to develop social skills and is also a good way of keeping fit and healthy.

Parents and children also need to be aware that sometimes other children may be chosen to represent school to allow them to have these experiences as well.

Parents and spectators have a great influence on the children's enjoyment and success in sport. Children play sports first and foremost because they love playing. Whitchurch Primary School is dedicated to nurturing that enjoyment and enthusiasm for sport and as a foundation for developing skills and tactics for life.

We believe that taking part in a club contributes to each child's personal development and self-esteem. This is more important than winning matches. All our teams play to "win" but not at any cost. It is important to play in the right spirit and in a supportive atmosphere.

In order to achieve this result, we rely heavily on the parents and supporters who attend matches to behave in an appropriate manner, to respect team selection and support all the children in the right way

