



Single Equality Scheme **and Accessibility Plan**

Last Reviewed: March 2025

Review Date: March 2028

Policy Statement

St. Mark's CE Primary School is a Church of England Primary School in a diverse and multicultural area which is committed to serving its community.

"Church of England schools are established primarily for the communities they are located in. They are inclusive and serve equally those who are of the Christian faith, those of other faiths and those with no faith,"

<http://www.churchofengland.org/education/church-schools-academies.aspx>

This Single Equality Scheme for St. Mark's C.E Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
The Disability Discrimination Act (DDA) came into effect in 1995. ... Anyone with a disability is protected by the DDA. The DDA defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds

- both women and men, girls and boys

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example
- antisemitism and Islamophobia, and those that are directed against Gypsies, Roma or Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Roles and responsibilities

The Local Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Mrs L. Jones (SEND link Governor) has a watching brief regarding the implementation of this policy.

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

Mrs V Bradbury (Inclusion Leader) has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Local Governing Board.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and status, and gender.

Signed:

Headteacher

Signed:

Co-Chair of Local Governing Board

Date: March 2025

Review date: March 2028

Appendix 1 - Opportunities to promote equality

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

- Access arrangements for national tests
- Access to bilingual staff where possible
- Access to school facilities
- Activities to enrich the curriculum, for example, visits and visitors
- Behaviour management approach and sanctions
- Breaks and lunchtimes
- Classroom organisation
- Development of our school contribution to the local offer
- Dual or multi-language books and translated information when available
- Employees' and staff welfare
- Exclusion procedures
- Fair recruitment
- Grouping of pupils
- Homework
- Interaction with peers
- Learning and teaching and the planned curriculum
- Monitoring of attendance
- Monitoring of pupil mobility
- Opportunities for assessment
- Opportunities for spiritual development through collective worship, the school ethos, a reflection/ prayer room (The rainbow room)
- Personalised learning including one-page profiles for children with SEND and appropriate interventions to support pupils with Special Educational Needs or those learning English as an Additional Language and those new to the UK.
- Preparation for entry to the school
- Preparation of pupils for the next phase of education and adult life
- Promoting British values including the prevent duty
- Promoting respect through the school values
- Promoting the development of SMSC (Spiritual, Moral, Social and Cultural education)
- Provision of school meals
- Risk assessments
- Safeguarding and child protection
- School clubs, activities and school trips
- School policies
- School sports
- School website which has a translate facility
- Signposting parents and carers to other agencies where appropriate
- Statutory reviews and Personal Education Plans for looked after children
- Support for pupils undertaking extended visits abroad
- Supporting and developing care plans for pupils with medical conditions
- The engagement, participation and involvement of a broad and diverse range of children, governors, staff young people, their parents and partner agencies
- The school's arrangements for working with other agencies
- Timetabling

Appendix 2 - Links with other Settings and Agencies

We work with a variety of other agencies and settings to eliminate discrimination, advance equality of opportunity and foster good relations with regard to all the protected characteristics. Working with these settings assists us to enrich the curriculum for pupils, engage with our community, provide training and development opportunities for all stakeholders and narrow the gaps between different groups.

- Abbey Hill Special School
- ARCH
- Art Brazil
- Beanstalk
- CAMHS
- Children's and Young People's Services
- Citizen's Advice Bureau
- City Central Mosque
- City Music School
- Community Paediatricians
- Educational Psychologists
- Sandyford Community Fire Station
- Hanley Library
- Hanley Park
- Inclusive Learning Services
- Multi-Academy Trust Schools
- Occupational Therapy
- Our Health 5-19
- Partners in Creative Learning (PICL)
- Physiotherapist
- Potteries Museum and Art Gallery
- Prevent Strategy
- Reveal Theatre Company
- Special Educational Needs and Disability Information and Advice Service (SENDIAS)
- Speech and Language Resource
- Speech and language Therapists
- St. Mark's Church
- Staffordshire Police
- Staffordshire University
- Standon Bowers
- Stanley Head Outdoor Education Centre
- Stoke City Community Trust
- Stoke on Trent Safeguarding Children Board
- Stoke Speaks Out
- The Diocese of Lichfield
- Thomas Boughey Kindergarten
- Young Care

Equality and Accessibility Objectives March 2025- March 2028

Equity and Accessibility Action Plan

1. To promote tolerance and respect of different races, cultures, religions and disabilities					
Objective	People responsible	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027	Success Criteria
To review and update resources and ensure that they are inclusive of protected characteristics	S. Goodwin D. Sadler Subject leaders		Subject leaders to conduct a comprehensive review of current teaching materials, books, displays and digital resources to assess their inclusivity.	Subject leaders to order resources to ensure they are inclusive of protected characteristics	Children will have access to resources that enable them to understand the importance of protected characteristics. Evidence: Pupil voice, order forms
To plan whole and class worship that are inclusive of protected characteristic, challenge stereotypes and promote British Values	G. Webster S. Goodwin D. Sadler V. Bradbury Class teachers	Organise worship/assemblies, and themed weeks to highlight different cultures, identities, and protected characteristics in a meaningful way. Incorporate key religious and global events into the school calendar to ensure representation and recognition of different faiths and traditions. Embed the use of Picture News in classroom worship to encourage discussions on current events and social issues. Regularly evaluate the impact of Picture News on pupils' understanding and engagement, making	Invite visitors from diverse faiths to provide meaningful insights, challenge stereotypes, and promote tolerance and mutual respect. Children hear stories from different faiths and are challenged about stereotypes that they might have during Whole School Worship. Our RE curriculum also teaches the children about a range of different faiths and visitors from the Islamic community have visited individual classes. As our core value is respect the children are encouraged to be respectful in everything that they do and always	Enhance the teaching of British Values based on review findings to ensure a more effective and meaningful understanding for all pupils.	Children articulate their understanding that difference is a positive not a negative and that individual characteristics make people unique. A calendar of key religious and world events is created and used to inform school wide activities and lessons. Picture News is embedded in classroom worship, with teachers regularly using it to facilitate discussions on current events, diversity and British Values. Evidence: Pupil voice, worship records, event calendar, pupil voice, learning walks, visitor logs and work samples

		adjustments where necessary to enhance learning.	have mutual respect for others. Review and enhance the delivery of British Values to ensure pupils develop a clear, comprehensive understanding of each value and its significance in everyday life. Opportunities for learning about the British Values are planned into classroom worship every term. They are also referred to in Whole School Worship and the same Widgit pictures are used to make them more memorable. The children often have to discuss how the British values link to our school values and how they can be used as a guideline to help them live their everyday lives.		
To review the PSHE/ RSE curriculum and ensure that it promotes inclusion and diversity and challenges stereotypes and discrimination	R. Curran A. Jarvis R. Allanson	OCT PSHE/RE leader network meetings The PSHE and RE leader has attended Orchard Community Trust network meetings, enabling	Monitor the effectiveness of Peacemakers by collecting feedback from staff and students, observing behavioural changes, and evaluating its	Continue to monitor the effectiveness of Peacemakers by collecting feedback from staff and students, observing behavioural changes, and	The curriculum has been mapped to show where inclusion and diversity are promoted.

		collaboration with colleagues across the Trust and sharing of effective practice. This has supported increased subject knowledge and consistency in approach. New PSHE lead for September 2026 Plan opportunities for visitors to challenge stereotypes through engaging sessions in the curriculum. Quality assure progression in the PSHE/RSE curriculum to ensure it reflects the values of inclusion, diversity, and respect. The PSHE/RSE curriculum has been reviewed to ensure clear progression and alignment with the school's values of inclusion, diversity and respect. Adaptations have been identified and will be implemented in 2025–2026 in response to updated statutory guidance, ensuring the curriculum remains relevant, compliant and impactful.	integration in promoting inclusivity and resolving conflicts. Review the PSHE/RSE curriculum regularly to ensure it continues to promote inclusion, diversity, and challenge stereotypes, with adjustments made based on feedback and evolving societal needs.	evaluating its integration in promoting inclusivity and resolving conflicts. Make any amendments. Continue to review the PSHE/RSE curriculum regularly to ensure it continues to promote inclusion, diversity, and challenge stereotypes, with adjustments made based on feedback and evolving societal needs.	Staff have received training from the PSHE subject lead so that they know where inclusion and diversity are taught within their year group curriculum for PSHE. Children understand how SMSC and PSHE are linked. Peacemaker sessions are incorporated into the PSHE curriculum with clear lesson plans. Evidence: Meeting notes, action plan, curriculum maps
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		Introduce Peacemakers through targeted CPD sessions for staff to enhance their approach to promoting positive behaviour and inclusivity. Targeted CPD and coaching sessions have been delivered by GW, AJ and RC to introduce the Peacemakers approach. This has strengthened staff understanding of promoting positive behaviour, empathy and inclusion. Staff confidence in managing conflict and supporting pupils' social development has increased as a result. Plan Peacemaker sessions into the PSHE curriculum to actively engage students in learning about conflict resolution, empathy, and understanding different perspectives. Peacemaker sessions have been incorporated into the PSHE curriculum, providing structured opportunities for pupils to develop skills in conflict resolution, empathy and understanding different perspectives. This has supported improvements in			
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		pupil behaviour, relationships and overall school ethos.			
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2. To ensure that all pupils access a high-quality curriculum which meets the needs of all pupils					
Objective	People responsible	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027	Success Criteria
To train staff so they are confident in supporting all pupils to access the curriculum	D. Sadler S. Goodwin V. Bradbury Subject Leads	OCT SENCO network meetings SENCO has attended network meetings by the LA and Trust Walk Thrus CPD Teachers completed Walk Thru CPD as part of their CPD cycle. Revisit next year and continue with CPD cycle extending to support staff. Drops ins show staff live modelling and using the 'I do' 'We do' and 'You do' model. Peer observations linked to CPD Teachers completed peer observations and have adapted their teaching. Graduated approach training for all staff	Zones of regulation training Walk Thrus CPD Peer observations linked to CPD Subject leaders to support staff in making reasonable adjustments in all areas of the curriculum. Monitor the reasonable adjustments Graduated approach training for all staff	Monitor to ensure teaching adaptations are consistently applied across all subjects.	The SENCo has the relevant knowledge to train staff to support all pupils. Staff are confident with the following resources and approaches and use them to support the needs of pupils in their classes: Staff are able to use the graduated approach to effectively plan Staff can adapt teaching and learning to support all children Evidence: Lesson observations, learning walks.

		Action to take place in 2025-26. Attachment and trauma training Subject leader to understand the reasonable adjustments that would support all learners in their subject			
To support pupils with appropriate interventions to enable them to achieve in line with peer group	D.Sadler S. Goodwin V. Bradbury	Provide CPD on effective intervention strategies, inclusive teaching and SEND friendly approaches Staff have accessed CPD focused on effective interventions. Ensure staff are equipped with skills to deliver high impact interventions Training provision has been reviewed and staff skills audited to ensure that adults only deliver interventions they have been appropriately trained to lead. Adapt interventions based on pupil progress and feedback from staff. Interventions have been reviewed regularly in response to pupil progress	Use research evidence based interventions. Provide colour semantics training to staff Staff to use colourful semantics to support learning Monitor the use of colourful semantics	Monitor interventions and provide coaching/training where needed.	Pupils with specific needs are supported with appropriate interventions and resources in lessons and are making good progress. Evidence: Observations, learning walks, provision maps

		and feedback from staff. This has supported a more responsive approach, enabling changes to be made where strategies have been less effective or where pupils' needs have changed. Ensure SENDCo, teachers and support staff collaborate to refine intervention strategies. Ongoing collaboration between the SENDCo, teachers and support staff has strengthened the planning, delivery and review of interventions. Regular discussion has supported shared understanding of pupil needs and ensured that strategies used in interventions are better aligned with classroom practice. This joined-up approach has improved consistency for pupils and supported more effective provision. Introduce sensory breaks or quiet zones for pupils who may benefit from self-regulation strategies. Regular discussion has supported shared			
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		understanding of pupil needs and ensured that strategies used in interventions are better aligned with classroom practice.			
To ensure access and participation to school visits, extra- curricular activities and clubs for all pupils, including those with SEND and protected characteristics.	D. Sadler M. Holdcroft Subject leads	Extra-curricular activity registers in place School visits mapped out across the year Adaptations are made to ensure all children can access visits, extra-curricular activities and clubs	Continue to track and analyse participation in clubs and extra- curricular activities. Clubs offered to all of our children (most of whom are disadvantaged even if not PP) and most children who wish to attend are able to. Some of the Stoke Clubs do sometimes have a waiting list. Percentage of children with SEN and Ever FSM attending clubs in the Autumn term is broadly in line with whole school percentages. All children able to attend trips including support where necessary such as social stories before the children attend, 1:1s, reins etc.	Continue to track and analyse participation in clubs and extra- curricular activities.	Participation of pupils in extra- curricular clubs and activities is at least the same as pupils without SEND as it is for those with SEND and protected characteristics. Evidence: analysis of data from tracker for extra-curricular activities.

To ensure that communication with parents/carers of pupils with SEND is effective and supports the individual needs of children.	SENCo Inclusion Team	Staff use Class Dojo to communicate with parents. Class Dojo is used consistently across the school to maintain regular communication with parents. This has improved day-to-day information sharing and enabled quicker responses to concerns or queries. Parents feel more informed about their child's learning and wellbeing, strengthening home-school relationships. Class set up for SEND parents to contact Inclusion Team. A dedicated communication channel has been established for SEND parents to contact the SENCO This has improved accessibility and ensured that queries and concerns are directed to the appropriate staff promptly. As a result, communication is more efficient and parents report feeling better supported. Introduce Tea and Talk sessions for parents	Annual SEND parent and pupil questionnaires One page profile meetings Meetings with SENCo and class teachers Sharing of information between inclusion hubs, school and parents/carers. Review the benefit of Tea and Talk sessions. Make adaptations to Tea and Talk sessions to meet the needs of the pupils and parents	Annual SEND parent and pupil questionnaires Review the one page profile system and make changes based on findings. Review the delivery of the meetings with SENCo and class teachers Sharing of information between inclusion hubs, school and parents/carers. Review the benefit of Tea and Talk sessions. Continue to make adaptations to Tea and Talk sessions to meet the needs of the pupils and parents	Parents/carers feel that the needs of their children are being met and that they are making good or better progress. Evidence: SEND parent questionnaires, one-page profiles.
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		Tea and Talk sessions have been introduced to provide an informal and supportive space for parents to engage with school staff and each other. These sessions have supported relationship-building, increased parental confidence and encouraged open dialogue. Attendance is growing, particularly among parents of pupils with additional needs. Annual SEND parent and pupil questionnaires Action for 25-26 One page profile meetings One page profile meetings have supported meaningful discussions with parents, ensuring that pupil strengths, needs and preferences are clearly understood and shared with staff. This has contributed to more personalised support and improved consistency in how pupils are supported across the school. Meetings with SENCo and class teachers Regular meetings between the SENCo, class teachers			
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		and parents have strengthened communication and ensured that support strategies are clearly understood and consistently implemented. These meetings have enabled early identification of concerns and timely adjustments to provision. Sharing of information between inclusion hubs, school and parents/carers. Improved information sharing has supported a more joined-up approach to meeting pupils' needs. This has ensured consistency in strategies across different settings and strengthened collaborative working, leading to more effective support for pupils.			
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3. To improve the physical environment of the school to ensure that it is accessible to all pupils, including those with SEN and/or disabilities.					
Objective	People responsible	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027	Success Criteria

To review access for wheelchair users; indoors and outdoors including use of dining hall and classroom layouts	D. Sadler SEnCo R. Houston-Smith	Ensure classroom furniture is arranged to meet the needs of all pupils and provide adjustable seating or standing desks where necessary. Classroom environments have been reviewed and adapted to support accessibility, including thoughtful seating arrangements and, where appropriate, the use of alternative seating. This has enabled pupils to access learning more comfortably and maintain engagement for longer periods. Staff are increasingly aware of how the environment impacts learning and inclusion. Provide and maintain appropriate toilet and hygiene facilities that meet the needs of pupils with disabilities. Appropriate toilet and hygiene facilities are in place and maintained to meet the needs of pupils with disabilities. This ensures dignity, safety and consistency of care, with staff confident in following agreed procedures and	Depending on children's needs ensure they have accessibility New action for 25-26 Deliver CPD sessions on supporting pupils with physical and sensory needs and make best use of accessible facilities. - Manual handling - Use of changing bed	Depending on children's needs ensure they have accessibility	Staff are trained on the importance of ensuring accessibility and are proactive. Evidence: CPD notes, changes made to ensure accessibility
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		using equipment appropriately Deliver CPD sessions on supporting pupils with physical and sensory needs and make best use of accessible facilities. Not needed due to needs of the children. Planned for 25-26 due to the needs of the children due to start in September 26.			
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To introduce 'calming displays to avoid visual overload. (Reduction in bright colours; neat and orderly teaching environment)	Class teachers and support staff	Boards in classrooms and on corridors are to be in one colour. A consistent approach to display boards has been introduced across classrooms and corridors, using a single colour to reduce visual overload. This has created a calmer and more cohesive environment, supporting pupils—particularly those with sensory and attention needs—to focus more effectively on learning. Promote clutter free learning environments by ensuring workspaces, storage areas and displays are well organised and free from unnecessary materials. Classrooms and shared areas have been decluttered and organised to minimise distractions. Workspaces and storage areas are now more purposeful and accessible, supporting pupils to focus on key learning and develop independence. This has been particularly beneficial for pupils who	Conduct termly reviews of classroom environments to ensure displays remain purposeful and clutter free. Build in peer observations to audit the learning environment. Use staff as good models of practice	Continue to conduct reviews of classroom environments to ensure displays remain purposeful and clutter free.	All classroom and corridor display boards have a consistent background colour, creating a uniform and visually calming environment. Learning environments remain clutter-free, with workspaces, storage areas, and displays being well-organised and free from excessive or unnecessary materials. Termly reviews of classroom environments are conducted, ensuring displays remain purposeful, visually calming, and supportive of learning. Staff report increased awareness and implementation of strategies to reduce visual overload, contributing to a more focused and inclusive learning environment. Evidence: Environmental audits, teacher and staff feedback pupil voice, learning walks, behaviour analysis
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		are easily overwhelmed by busy environments. Conduct termly reviews of classroom environments to ensure displays remain purposeful and clutter free. Seek feedback from staff and pupils about the impact of calming displays			
To review evacuation procedures. Review training needs for staff in relation to evacuation procedures for pupils with SEND	D. Sadler SENCo R. Houston-Smith	Develop and review Personal Emergency Evacuation Plans (PEEPs) for pupils with mobility or sensory needs to ensure their safety during emergency situations. High need risk assessments for individual pupils and amend as necessary All pupils with identified needs have up-to-date Personal Emergency Evacuation Plans (PEEPs) and individual risk assessments in place. These are regularly reviewed and	Continue to review children's PEEPs and adapt when changes are needed. Continue to review and write high need risk assessments for individual pupils and amend as necessary	Continue to review children's PEEPs and adapt when changes are needed. Continue to review and write high need risk assessments for individual pupils and amend as necessary	Staff and children with specific SEND needs are clear about procedures for evacuation. Evidence: evaluations of fire, evacuation off site and lockdown practices

		updated in response to changes in need or provision. This ensures that appropriate, clearly understood procedures are in place to keep pupils safe in emergency situations. Staff are aware of their roles and responsibilities, leading to increased confidence and consistency in responding to risk and supporting pupils with additional needs.			
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