



'Loving to Learn, Learning to Love'



Single Equality Scheme **and Accessibility Plan**

Last Reviewed: October 2022

Review Date: October 2024

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 organization

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.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

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 (SEN 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.

Miss Thomas (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: October 2022

Review date: October 2024

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
- Achievement for all quality lead accreditation and continued participation in the programme
- 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 and accreditation
- Opportunities for spiritual development through collective worship, the school ethos, a reflection/ prayer room (the rainbow room)
- Personalised learning including pupil passports and/or 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 U.K.
- 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 - National, Local and School Context

2011 Census First Release (This is the most recent information available)

We recognise that although this is the most recent Census data available, there have been changes in the demographics of the local area since 2011 and this is reflected in the school community.

Population

The population of Stoke-on-Trent was recorded as **249,000** - The highest recorded level since before the 1991 Census.

This compares with the 2001 Census figure of 240,636 - a 3.5% increase in total population. This compares with a 7.8% increase seen across England & Wales and a 5.2% increase across the rest of Staffordshire.

Age breakdown

Looking at particular age ranges –

The largest change has taken place in the younger age ranges – with a 9.6% increase in the number of children aged 0-9 years to 31,300 persons. This is significantly above the national increase of 3.6% and in stark contrast to the decrease of 3.8% seen across the county.

A further 7.2% increase has been observed in young adults aged 15-24 to 35,100 persons. While significant, this is below the 13.4% increase seen across the county and the 15.9% increase seen across England & Wales over the 2001-11 period.

An ageing population?

Across Stoke-on-Trent the population aged 65 and over has decreased by 0.8% (down 300 persons to 38,800 over the 2001-11 period).

This compares with a 10.9% increase seen across England & Wales and a 24.5% increase (*) across the rest of Staffordshire over the same period.

(*) – The largest increase in any county in England.

Households

The number of occupied households has increased from 103,196 to 107,900, an increase of 4.6%.

Average household size has therefore marginally decreased from 2.33 persons per household to 2.30 – in-line with trends observed elsewhere.

Demographics

The school is located in the Hanley Park and Shelton ward of Stoke on Trent. 55.2% pupils live in the ward with 27.1% living in the Etruria and Hanley ward and 11.1% in Joiners Square ward. A small number of pupils travel from other wards in the city. (RAISE online 2016)

Hanley Park and Shelton (21st most deprived ward in Stoke-on-Trent)

In the 2011 census the population of Hanley Park and Shelton was 6,467 and is made up of approximately 41% females and 59% males.

The average age of people in Hanley Park and Shelton is 27, while the median age is lower at 22.

64.2% of people living in Hanley Park and Shelton were born in England. Other top answers for country of birth were 8.7% India, 6.3% Pakistan, 2.0% China, 1.3% Wales, 1.2% Sri Lanka, 1.0% Nigeria, 0.6% Scotland, 0.5% Zimbabwe, 0.5% North Africa.

75.9% of people living in Hanley Park and Shelton speak English. The other top languages spoken are 3.3% Telugu, 3.1% Urdu, 2.8% Panjabi, 1.9% All other Chinese, 1.4% Kurdish, 1.1% Polish, 0.9% Sinhala, 0.8% Pashto, 0.8% Arabic.

The religious make up of Hanley Park and Shelton is 31.4% Christian, 28.4% No religion, 21.9% Muslim, 8.4% Hindu, 1.7% Buddhist, 0.8% Sikh, 0.2% Jewish, 0.2% Agnostic. 359 people did not state a religion.

Etruria and Hanley (3rd most deprived ward in Stoke-on-Trent)

In the 2011 census the population of Etruria and Hanley was 6,719 and is made up of approximately 47% females and 53% males.

The average age of people in Etruria and Hanley is 34, while the median age is lower at 31.

70.5% of people living in Etruria and Hanley were born in England. Other top answers for country of birth were 8.4% Pakistan, 1.1% India, 1.0% Bangladesh, 0.8% North Africa, 0.7% China, 0.7% Wales, 0.7% Scotland, 0.5% Zimbabwe, 0.4% Iran.

76.7% of people living in Etruria and Hanley speak English. The other top languages spoken are 4.5% Urdu, 2.8% Panjabi, 1.7% Kurdish, 1.6% Arabic, 1.5% Polish, 1.0% Bengali, 0.9% Slovak, 0.7% All other Chinese, 0.7% Persian/Farsi.

The religious make up of Etruria and Hanley is 40.4% Christian, 30.6% Muslim, 18.9% No religion, 0.7% Hindu, 0.6% Sikh, 0.4% Buddhist, 0.1% Atheist. 496 people did not state a religion

Indices of Deprivation (2019) (This is the most recent information available.)

Stoke- on –Trent is:-

- the 12th most deprived area out of 317 areas
- the 3rd most deprived area in the West Midlands
- 18^h out of 317 areas for income deprivation affecting children
- 14th out of 326 for health and disability deprivation
- 5th most deprived area for education skills and training

Appendix 3 School Data – Pupils

School Characteristics

	School Characteristics		
	School (2019)	School (2020)	National (2020)
Number of pupils	457	461	281
% girls	51%	51%	No data available
% boys	49%	49%	No data available
% known to be eligible for FSM	32%	31%	23%
% Minority Ethnic Groups	96%	97%	No data available
% First Language believed not to be English	84%	80%	21%
% SEN Support	14%	14.3%	12.8%
% SEN Statement or EHC Plan	1.5%	1.1%	1.8%
% Stability	83%	78%	81%
% Deprivation indicator	0.33	0.33	0.21

Special Educational Needs

Main SEN Type

Main SEN	2019		2020	
	SEN Support	EHC Plan	SEN Support	EHC Plan
Specific Learning Difficulty	1	0	0	0
Moderate Learning Difficulty	17	4	25	3
Severe Learning Difficulty	0	0	0	0
Profound and Multiple Learning Difficulty	0	0	0	0
Social Emotional and Mental Health	7	1	4	0
Speech, Language and Communication Needs	24	1	23	1
Hearing Impairment	0	0	1	0
Visual Impairment	1	0	1	0
Multi-sensory Impairment	0	0	0	0
Physical Disability	1	0	1	0
Autistic Spectrum Disorder	0	1	0	1
SEN support but no specialist assessment of type of need	0	0	0	0
Other difficulty/Disability	0	0	0	0
School total	51	7	55	5
Percentage of school roll	14.2%	2%	14.3%	1.1%

Ethnic Groups and English as a First Language Trend

The percentage ethnic make-up of the school is:

	2019	2020
White		
British	4%	2%
Irish	0%	0%
Traveller of Irish heritage	0%	0%
Romany or Gypsy	4%	3%
Any other white background	4%	4%
Mixed		
White and black Caribbean	0.2%	0.2%
White and black African	0.7%	0.7%
White and Asian	5%	4%
Any other mixed background	2%	1%
Asian or Asian British		
Indian	0.7%	0.9%
Pakistani	59%	60%
Bangladeshi	2%	3%
Any other Asian background	11%	11%
Black or Black British		
Caribbean	0.7%	0.7%
African	3%	4%
Any other black background	0.2%	0.2%
Chinese	0.7%	0.7%
Any other ethnic group	2%	4%
Parent/pupil preferred not to say	0.2%	0.2%
Ethnicity not known	0.2%	0.2%

Other vulnerable or minority groups.

	2019	2020
Disability	1%	0.9%
Looked after children	0.4%	0.2%
Asylum Seeker or Refugee	4%	5%

School Level Absence and Exclusions

(Please note that there is no data available for the 2019-2020 academic year)

School level exclusions 2018-2019

Breakdown	Exclusions											
	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.02	0	0.00	1.41	0	0.00	0.63	0	0.00	0.29
Male	0	0.00	0.04	0	0.00	2.41	0	0.00	1.07	0	0.00	0.51
Female	0	0.00	0.00	0	0.00	0.36	0	0.00	0.17	0	0.00	0.07
Ever 6 FSM	0	0.00	0.06	0	0.00	3.86	0	0.00	1.67	0	0.00	0.81
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.79	0	0.00	0.37	0	0.00	0.16
SEN EHCP	0	0.00	0.18	0	0.00	13.61	0	0.00	5.56	0	0.00	3.32
SEN support	0	0.00	0.12	0	0.00	6.90	0	0.00	2.89	0	0.00	1.49
No SEN	0	0.00	0.00	0	0.00	0.38	0	0.00	0.21	0	0.00	0.06
English first language	0	0.00	0.03	0	0.00	1.65	0	0.00	0.72	0	0.00	0.35
English additional language	0	0.00	0.01	0	0.00	0.50	0	0.00	0.29	0	0.00	0.09

School level exclusions – 3 year trends

This is data for the exclusions reported in each of the last 3 full academic years.

Breakdown	Exclusions - 3 year trends								
	2016/17			2017/18			2018/19		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	0	0.00	0.03	0	0.00	0.03	0	0.00	0.02
Fixed period exclusions as a percentage of the pupil group	0	0.00	1.37	1	0.24	1.40	0	0.00	1.41
Pupils with 1 or more fixed period exclusions	0	0.00	0.62	1	0.24	0.62	0	0.00	0.63
Pupils with 2 or more fixed period exclusions	0	0.00	0.29	0	0.00	0.29	0	0.00	0.29

School level absence – 3 year trends

This is data for the absences reported in each of the last 3 full academic years.

Breakdown	Absence - 3 year trends								
	2016/17			2017/18			2018/19		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	379	4.7	4.0	372	4.2	4.2	383	4.1	4.0
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	34	9.0	8.3	36	9.7	8.7	37	9.7	8.2

Persistent absenteeism

	School	National
2018	13.4%	9.6%
2019	9.7%	8.2%

Appendix 4 – Pupil Achievement data – please see our school website for this information.

Appendix 5 - 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
- Achievement for All
- ARCH
- Art Brazil
- ASM sports
- Beacon House of Prayer
- Beanstalk
- Bee Active
- Beresford Street Mosque
- Birches Head Academy
- Britannia Teaching School Alliance
- CAMHS
- Children's and Young People's Services
- Citizen's Advice Bureau
- City Central Mosque
- City Music School
- Community Paediatricians
- Co-Operative Academy
- Collaborative Working
- Educational Psychologists
- Hanley Community Fire Station
- Hanley Library
- Hanley Park
- Hanley Town Sports Association
- Inclusive Learning Services
- Multi-Academy Trust Schools
- North Road Academy
- Occupational Therapy
- Our Health 5-19
- Partners in Creative Learning (PICL)
- Physiotherapist
- PM training
- Potteries Museum and Art Gallery
- Prevent strategy
- Reveal Theatre Company
- SANCTUS
- Shugborough Outdoor education Centre)
- Special Educational Needs and Disability Information and Advice Service (SENDIAS)
- Speech and Language Resource
- Speech and language Therapists
- St. Mark's Church
- St. Peter's Academy
- Staffordshire police
- Staffordshire University
- Stanley Head Outdoor Education Centre
- Stoke on Trent College
- Stoke on Trent Safeguarding Children Board
- Stoke on Trent Sixth Form College
- Stoke Speaks Out
- The Diocese of Lichfield
- Thistley Hough Academy
- Thomas Boughy Kindergarten
- Worcester University
- YMCA
- Young Carers

Appendix 6 - Other Relevant Policies

Relevant school policies include:

Anti – Bullying
Behaviour Management
British Values Statement
Collective Worship
Curriculum
EAL policy
New Arrivals Policy
PSHE policy
Pupil Premium Statement
R.E
Safeguarding and Child Protection Policy
SEN
SMSC

Pupil achievement data is available on the school website www.saintmarksprimary.org.uk or a paper copy may be requested by contacting the school office. Paper copies of this plan and all policies can also be requested by contacting the school office.

Objectives

Link to Public Sector Equality Duty	Protected characteristic	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:	Evaluation
All aspects	All Characteristics	To set up a working party including representatives of all stakeholders to review this scheme regularly	All stakeholders	Invite representatives from all stakeholders to form a working party. Circulate policy and meet at least once each year to review objectives.	SLT	Spring 2018 And annually	Working party was formed and full review was completed in Spring 2017. Plan reviewed Spring 2018 Reviewed 25.3.19 LB, JT (Governor) & JT (Inclusion Leader). Plan reviewed Autumn 2022.
Advance equality of opportunity	All Characteristics	To ensure equal opportunities are available to all stakeholders in recruitment, CPD and training	All stakeholders	Implement fair recruitment processes and keep records. Ensure CPD is available to all using PM. Keep records of training.	SLT Business manager	Ongoing	Local Authority 'Fair Recruitment' policy followed. All recruitment processes are transparent. Unsuccessful applications are kept for 6 months. Feedback offered to all unsuccessful candidates. JT & LJ completed 'Safer Recruitment' training in February 2018. Training opportunities are supported and encouraged by SLT. Orchard Community Trust (OCT) – MAT group schools. SDP and PM informs CPD. Records of training are maintained by LB SBM.
Advance equality of opportunity	All Characteristics	To ensure that information is accessible to all stakeholders	All stakeholders	Place a sign in the reception area to inform parents of the translate facility on the school website and that paper copies of information are available by request.	SLT	Ongoing	Welcome sign by main reception to include school website address with statement "Google translate available on website" in main languages in keeping with welcome sign. School welcome packs to include advice that paper copies of policies/information are available in request.
Advance equality of opportunity	All Characteristics	To ensure that information is accessible to all stakeholders	All stakeholders	Use texts and translated information where possible and reasonable Enhance text with visual information.	SLT	Ongoing	Through leaning walks. SLT to scrutinise a selection of newsletters.

				Also Bi-lingual support is available.			
Advance equality of opportunity	Disability	To ensure reasonable adjustments are made for staff who may have disabilities.	Staff who may have disabilities	Use staff questionnaires to identify needs and make adjustments accordingly	Head Teacher Business Manager	As required	Individual needs are identified through 'Return to work' meetings following an absence. Recruitment process. Head Teacher have an open door policy for staff to discuss their needs/difficulties and any support required.
Advance equality of opportunity	Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Minority ethnic groups	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	Half Termly	Pupil progress and tracking is undertaken on an individual child by child progress/need basis. EAL groups are tracked. Refer to Head Teacher.
Advance equality of opportunity	SEN	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Pupils with SEND	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	Half Termly	Ongoing. Pupil progress. Extensive tracking and data analysis. Teachers meet with Inclusion Lead to discuss the progress of pupils with SEN regularly. Information shared with Governors at 'Standards and Full Governor' meetings. Governor data is shared at full Governor meetings as well as standards so you could add that in. Data packs are also produced termly for governors. Linked SEND Governor. SEN Review training completed by OCT SENDCOS Autumn 2021. Peer to peer reviews completed academic year 2021/2022. St Marks 6 monthly review of action plan completed May 2022.
Advance equality of opportunity	Disadvantaged pupils	Monitor and analyse children's attainment and progress by eligibility for Pupil Premium /Free School Meals (and other vulnerable groups) and act on any trends or patterns in the data that requires additional support for pupils.	Pupils eligible for Free School meals or Pupil Premium	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	Half Termly	Ongoing. Pupil progress. Teachers meet with Inclusion Lead to discuss the progress of pupils identified as 'pupil premium'. Extensive tracking and data analysis. Information shared with Governors at 'Standards and Full Governor' meetings.

							Linked SEND Governor. Pupil premium review. 3 year strategy
Advance equality of opportunity	SEN	Continue to develop Code of practice	Pupils with SEND	CPD for staff. Review and update SEND policy. Develop and publish school SEN Information Report.	Head Teacher SLT SENCO All staff	Summer 2017 onwards	Inclusion Team Code of Practice CPD Spring 2018 – 2019 CPD. Governor attended SEND update March 2018. SEND Policy reviewed 2021 SEN Information Report reviewed 2021
Advance equality of opportunity	Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Boys Girls	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	Half Termly	Ongoing. Pupil progress. Extensive tracking and data analysis. Teaching strategies and resources are reviewed to ensure that all pupils are enthused and motivated to learn. Planning scrutiny. Detailed analysis of data reported to governors at standards committee.
Advance equality of opportunity	Gender	To narrow the gap in attainment between boys and girls	Boys Girls	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	Half Termly	Pupil progress meetings identify pupils and planning is addressed accordingly. Detailed analysis of data reported to governors at standards committee.
Advance equality of opportunity	Disability	To ensure access to the building and classrooms for stakeholders with disabilities including anticipatory duty.	Any stakeholder with a disability	Make reasonable adjustments as necessary. Seek information about potential admissions and plan with other settings where possible	Local Governing Board Head Teacher Inclusion Leader	As needs arise.	Ongoing. Entrances accessible to all. Lift in place for individuals who cannot access the second floor by using the stairs. Admission process ensures that individual needs are identified. Admission form enhanced to ensure disability information recorded and shared appropriately, and staff trained accordingly.
Advance equality of opportunity	Disability	To make auxiliary aids available to pupils with disabilities where practical and reasonable	Pupils with disabilities	Seek advice from relevant professionals (OT, Physiotherapist, HI team, VI team). Provide aids when practical and reasonable	Local Governing Board Head Teacher Inclusion Leader	As required	Aids provided where required and following advice from relevant professionals. Collaborative work undertaken with professionals from a range of settings including shared placements. Admission process ensures that individual needs are identified by obtaining information parents.

							Admission form enhanced to ensure disability information recorded and shared appropriately, and staff trained accordingly.
Advance equality of opportunity	Disability	To make reasonable adjustments to the curriculum for pupils with disabilities	Pupils with disabilities	Consider the specific needs of individual pupils with disability when planning curriculum activities including visits and make adjustments as necessary	Local Governing Board Head Teacher Inclusion Leader	As required	<p>Care plans in place for individuals and reasonable adjustments made where required. Risk assessments as required.</p> <p>Equipment provided when needs arise for example colored overlays/exercise books for pupils with Dyslexia. Admission form enhanced to ensure disability information recorded and shared appropriately, and staff trained accordingly.</p> <p>Essential professionals in school over COV19 lockdown to enable therapy programmes to be completed. Cov19 restrictions and practices followed.</p> <p>Continued close liaison with the Nursing Hub and all professionals.</p> <p>Virtual meetings ongoing with relevant professionals to ensure support and advice is received for individuals.</p> <p>SEN welfare calls completed over lockdown. Remote support to access opportunities. Adaptions and differentiated curriculum.</p>
Advance equality of opportunity	All protected characteristics	To continually consider how well the school ensures equality of opportunities to its pupils	All pupils	Regularly review policies, procedures and curriculum to ensure equality of opportunity.	Local Governing Board Head Teacher of School SLT	Each term	<p>Policy review cycle in place. Procedures are constantly reviewed.</p> <p>Progress meetings identify that all pupils are successfully accessing the curriculum.</p> <p>The ethos of equality of opportunity is embedded in daily practice.</p>
Advance equality of opportunity	LAC	To ensure that high quality PEPs are developed and implemented for all LAC	LAC	Liaise with SW and carers as required to ensure PEPs meet children's needs and promote achievement.	Link governor Designated teacher	As required for pupils	Termly EPEP meetings for all LAC children with Social Care, parents and guardians are signed off by the Head of the

						who are LAC	Virtual School once they are convinced that the targets set are SMART. LAC pupils offered place in school over COV19 lockdown
Advance equality of opportunity	Young carer	To continually consider how well the school ensures equality of opportunities to its pupils who are young carers		Liaise with parents and outside agencies to ensure that the children's needs are met and that they have opportunities to take part in extracurricular activities.	Link governor Designated teacher	As required for pupils who are young carers	Children referred to young carers' hub. Young carers access after school clubs. Liaison with Young Carers Association through the sharing of information and plans. Meetings with parents and the child. Learning mentor support provided as necessary. Early Help set up if required. Termly Link Gov meeting.
Advance equality of opportunity	All protected characteristics	To develop home school links for parents of children who are experiencing barriers to learning	Pupils and Parents	Provide drop-in sessions to offer advice on how parents can support children's learning at home. Parents reading sessions in Reception. A range of parent sessions. Parents volunteer on school trips.	All Teaching Staff. HSLW	Ongoing.	EWO and HSLW support in place for attendance difficulties. Class Teachers and SLT offer daily opportunities for parents to discuss any concerns. Parent Information sessions for example phonics/KS2 Tests for example are provided. Bi-lingual support offered through phone calls over lockdown. Food hampers delivered to families over lockdown.
Eliminate discrimination	Race	Monitor and analyse racist incidents occurring within school	Minority ethnic groups	Ensure staff are aware of procedures and complete forms as required. Regularly review any incidents which occur and take any necessary action. Anti-bullying questionnaire completed annually. Racist incidents are reported to Governors. Pupils are supported through the 'Behaviour Policy'. Staff Code of Conduct clearly states that such attitudes will not be tolerated. (Part of the induction ad staff guidelines booklet is regularly issued to staff).	Head Teacher SLT All Staff	Each term and as required	Local Authority guidelines are followed. Refer to Safeguarding Audit reviewed in June 2022. Incidents recorded and investigated thoroughly.
Eliminate discrimination foster good relations	All protected characteristics	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities,	All pupils	Plan opportunities for pupils to learn about and from a diverse range of groups and individuals. E.g. Through the Learning	Head Teacher SLT All Staff	Reviewed each half term	Previous well established and newly appointed RE coordinator/Worship Lead work closely with the very active and

		with particular reference to issues of equality and diversity		Challenge Curriculum, classroom activities, visitors in collective worship visitors with disabilities, and special events such as HMD, refugee week, Interfaith week. Year 6 pupils participated in 'Wellbeing week' across the 7 stars.			knowledgeable RE link Governor. Interfaith week in place. Pre-covid information; SIAMs inspection 2016 was deemed 'outstanding' School Council is actively involved in organising Anti-bullying awareness activities for example 'all equal, all different'. RE and worship policies have been reviewed in line with the SIAMs framework 2018. SIAMS Governor training June 2019. Head Teacher and RE lead to attend SIAMs training. SMSC provision is embedded into the school curriculum including whole school assemblies adapted to COVID19 by being delivered through TEAMS. Weekly class assemblies. Stand-alone week to reinforce the SMSC ethos at St Marks. Such as anti-bullying week, visitors. (Covid allowing). Remote access to learning opportunities. SMSC is woven into the well-structured curriculum.
Eliminate discrimination foster good relations	All protected characteristics	To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	All pupils	Plan opportunities for pupils to learn about and from a diverse range of groups and individuals. E.g. through classroom activities, visits to places of worship, visitors into school. Reveal Theatre group (Years 5 & 6).	Head Teacher SLT All Staff	Reviewed each half term	Rainbow room used for worship and reflection for individual pupils and staff. Planning offers opportunities for pupils to learn about a diverse range of cultures and individuals. Ongoing bi-lingual support over lockdown. EAL support in class bubble. Inclusion team assigned to classes due to COV19 restrictions.
All aspects	All protected characteristics	To promote cultural development and understanding through a range of experiences both in and beyond the school	All pupils	Plan a range of activities in and out of school including classroom activities, visits, visitors and extra-curricular activities including sport, arts,	Head Teacher SLT All Staff	Audit Summer term annually	Individual teachers maintain a class library and ensure the suitability of materials.

				<p>language and music. Audit books and resources to ensure they reflect the current needs of pupils.</p> <p>Review results of audit regularly.</p> <p>School offers a range of activities-for music through City Music School Inc. Singing, Drumming, Instrument tuition and performance opportunities;</p> <p>Sports development through curriculum and afterschool clubs e.g. Football, cricket, dance, and interschool competitions. Other activities include World Book Day author / Illustrator visit; Art Brazil curricular support visit.</p> <p>Opportunities across the Federation, 7 stars and the OCT.</p>			<p>Audit of Bi-lingual dictionaries and books to reflect the needs of the current pupils.</p>
All aspects	All characteristics	Recovery programme to address gaps in learning following Covid-19 partial school closures.	All pupils	<p>To support all children to catch up following absence from school due to the Covid 19 epidemic.</p> <p>Vulnerable children were invited into school during partial closure.</p>	<p>Head Teacher</p> <p>Teacher</p> <p>SLT</p> <p>All Staff</p>		<p>End of term data packs. NTS reading assessments. Book scrutinies. Lesson monitoring. Termly Pupil Progress meetings. Inclusion meetings. Standardised score analysis. Catch up clubs. Catch up curriculum Learning mentor support and Inclusion team assigned to classes to meet needs of specific groups or individual pupils as appropriate. Nurture support</p>
All aspects	All characteristics	Develop remote learning for missed education.	All pupils	<p>To support all children to access education at home due to the Covid 19 epidemic.</p> <p>Vulnerable children were invited into school during partial closure.</p> <p>Laptops were provided to vulnerable children where possible.</p> <p>A blend of online learning and work packs is provided to all children learning from home.</p> <p>Work is differentiated to suit all levels of ability including SEND.</p>	<p>Head Teacher</p> <p>Teacher</p> <p>SLT</p> <p>All Staff</p>		<p>Provision monitoring by SLT. End of term data packs. NTS reading assessments. Book scrutinies. Lesson monitoring. Termly Pupil Progress meetings. Inclusion meetings.</p>