

## SINGLE EQUALITY SCHEME – UPDATE JULY 2017

Aim	Action	Who?	When?	<u>JULY 2017</u>
Ensuring good provision for children with SEND	Hold focus group meetings for parents of children with SEND	SP / CG	Once per term	Parents' information meeting held at Clinton, with Educational Psychologist running a workshop about 'Executive Function'. This was well received according to feedback. Parents' views now sought more formally as part of IEP review cycle.
	Act upon information gathered in order to make adaptations to the environment or curriculum.	SP / CG	Creating a plan and adapting and evaluating termly.	Workstations in several rooms have been established for children with more profound needs. Equipment such as writing slopes, sit fit cushions, sensory breaks, visual timetables, wheelchair access ramp. Low arousal room use continued. Art therapist, speech therapist, educational psychologist, occupational therapists and learning support professionals consulted and advice acted upon. Highly personalised differentiation is in place, with interventions.
Children (or parents) who join the school, with specific access needs, have these met.	Ensure that when there are new people with needs to be met to enable them to access the curriculum, these are analysed and actioned.	SP	As the need arises.	Child in year 1 came with no English. She made staggering progress and is able to read and write in English at the standard expected for a year 1 child. Mother's letter about her leaving is very appreciative.  New children coming with little or no English have had extra language tuition sessions, with native speakers and school teaching assistants.  Wheelchair access ramp in place, disabled parking spaces reserved, provision made for visits to school such as reserved seating.
Children value diversity and see it as a positive thing	Ensure, when assembly themes are planned, there are those which bring out this message, related disability, race, religion, gender.	SP	Termly planning and delivery of assemblies.	Assembly held where X-pupil with cerebral palsy came to speak to children within the theme of courage – he won the London mini-marathon. Children were inspired.  Black History learning occurred, with children's responses showing their understanding of the key issues.
Children value those from different	Use themes for arts weeks / PTA events / fairs to celebrate different	SP	At least 1 event per year to	Indian land rights work in year 6 enthused children to hold a march to fight the injustice!

countries (and those speaking different languages)	cultures, trying different foods, sharing stories, achievements, striking features of different countries and cultures that builds enthusiasm.		encourage this.	Chinese Restaurant visit in year R took place. France visit in year 6 enable learning about culture. Peace maker's project still in process, involving Coventry Cathedral and Bosnian schools. Year 4 unit of work 'How have visitors from foreign shores changed Britain for the better?' incorporated visitors from 'One day without us' campaign.
	Continue to build into curriculum planning, elements which celebrate people from different parts of the world – following our 'global citizenship' policy goals. Review and develop – looking for opportunities that will enable us to raise the profile of this element.	Hazel Jackson	Termly audit of plans, with suggestions made to teachers about how further opportunities could be added.	See above. Also, water aid work in year 5 involved looking at other parts of the world and raising money. Celebrated Comic relief, with assemblies focussed on those with less. School continues to sponsor an Indian child to go to school. More work based on 'Send my sister to school' ensured further diversity teaching. Human Values work based on a range of social issues in different countries took place in year 5.
	Inviting visitors from different countries and backgrounds to support our learning in the above opportunities. Bringing in musicians through Leamington Music link who are from different backgrounds, helps.	SP / Hazel Jackson / Ali McLester	Each child experiencing this at least 3 times a year.	Will sang with African Children's choir in June. Performances from music groups from different countries and cultures have been held through link with Leamington music. Recent performance from Ensemble 360 celebrated music from around the world.
Children are aware of different family setups, and are not judgemental about those who live in less 'sterio-typically normal' ones. They are accepting of different relationships, including same sex relationships.	Continue to teach 'Spring Fever' relationships and sex education which empowers children, encourages tolerance and brings topics such as homophobia to light.	SP	Spring Fever to be taught each year, with messages reinforced throughout the rest of the year.	Third year of the Spring Fever programme complete, with all except 3 children taking part.