



**Kent County Council**  
**Children, Families and Education Directorate**

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**EQUALITY SCHEME**  
**STATEMENT**  
**OF**  
**DOWNS VIEW INFANT SCHOOL**

**2016-2019**

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**Head Teacher: Tracy Kent**  
**Lead Person: Sarah Collins (Deputy Head Teacher)**

**Mrs F Moore (Chair of Governors)**  
**Mrs T Ozdemir, Mrs E Picton (Parent Governors)**

**Scheme agreed by Governors:**

**Scheme due for review: April 2019 – updates reported yearly**

**Signed ..... Chair of Governors**

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## **Introduction**

Downs View Infant School is a 'School for all'. Our values are:

**ALTOGETHER, we  
LEARN  
LOVE  
RESPECT and have  
FUN!**

Equality and diversity is central to achieving this overall aim of the school. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Age
- Disability
- Ethnicity
- National origin
- Gender
- Gender identity or reassignment
- Their marital or civil partnership status
- Being pregnant or recently having a baby
- Religious beliefs
- Sexual identity and orientation

The achievement of pupils will be monitored by race, disadvantage, gender, age and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

## **Meeting our Duties**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, parents, carers and staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, age, marriage, or civil partnership status, sexual orientation or pregnancy or maternity.

### **The Public Sector Equality Duty or General Duty**

The general duty requires that all public organisations, including schools should:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

### **The Specific Duty**

The specific duty requires a designated public authority (which includes schools) to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable

## **Race Equality**

This section of the scheme reflects the general and specific duties as detailed in The Race Relations (Amendment) Act 2000 which imposes a positive duty on schools to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Downs View Infant School will meet this duty by:

- Celebrating our diversity through curriculum planning – incorporating an anti-racist and multi-cultural perspective in all curriculum areas
- Assemblies that celebrate diversity and promote equality within our school
- Displays that reflect and validate the languages of the community and the life experience of the children in our school.
- Communication with parents – oral and written translation into community languages available on request and on the school website
- Ensuring that all new staff, parents and visitors on entry into school are made aware of our commitment, values and expectations through an induction meeting, Parent Helper guide, School Prospectus and displayed values.
- Ensuring all staff including teachers, teaching assistants, admin staff, mid-day supervisors and cleaning staff have access to relevant INSET e.g. SMSC training and are given specific training in the understanding of the Single Equality Scheme and its implementation.
- Having procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LEA policies and guidance.
- Ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures and that action is taken to support the victims.
- Ensuring that all pupils, staff and parents are made aware of the procedures for dealing with racist incidents, racial harassment and bullying and that such behaviour is unacceptable.
- Catering for the dietary and dress requirements of different religious groups and cultures enabling pupils to observe festivals and events relevant to their faith.
- Working with parents and carers and with the wider community, to tackle racial discrimination and to follow and promote good practice

## **Disability**

This section should be read in conjunction with the school's Special Educational Needs and Disability Offer.

The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

## **The Definition of Disability**

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Downs View also recognises that having a disability can be for a temporary period for some individuals and that some families experience disability through association e.g. family members.

See Appendix 1 Downs View Infant School Equalities information, for the disabilities represented at Downs View Infant School.

### **Discrimination disabled people face**

Disabled people are discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people

### **Accessibility**

There is a specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

An Accessibility Plan was completed in October 2015 and is due to be revised and updated October 2018 (**See Appendix 2**).

### **Gender Equality**

The general duty to promote gender equality means that we must have due regard to:

- Eliminating discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women / boys and girls

By ensuring we that monitor and take ownership for our accountability in our role of safeguarding, monitoring, counselling but foremost preventing FGM, all staff regardless of gender and/ or ethnicity etc. have been trained and endeavour to uphold the fore-mentioned in line with equality for all groups of children/ staff/ significant others (parents/ carers), and as so all staff understand the reporting process.

See Appendix 1, Downs View Infant School Equalities information, for current numbers/percentages of pupils.

### **Transgender**

Transgendered people are explicitly covered by the Gender Equality Duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### **Community Cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

### **Sexual Orientation, Religion and Belief, Pregnancy and Maternity**

We must ensure that we do not discriminate on these grounds.

### **Development of the Scheme**

We involved pupils, staff, governors, parents and carers in creating the Single Equality Scheme and Action Plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged

groups were fully incorporated in the development of this scheme and action plan. We collect, analyse and publish data on the school population by gender, ethnicity, English as an Additional Language (EAL) and Special Educational Need or Disability. We also collect, analyse and use data in relation to attendance of different groups. Downs View Infant School is an inclusive school. The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The wide range of information gathered to support our planning and action to promote equality includes the following:

- Identification of children and young people, parents, carers, staff and other users of the school representing the different equality strands. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- Pupil attainment and progress data relating to different groups
- Attendance levels relating to different groups
- Children and young people views actively sought and incorporated in a way that values their contribution for example interviews with the school council
- Participation in extra- curricular activities by groups of children
- Records of bullying and harassment on the grounds of any equality issue
- Outcomes of activities promoting community engagement and community cohesion
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage
- Parent, Pupil and Staff questionnaires
- Reviews by the Governing Body
- Termly working party meetings

We are mindful of the laws relating to confidentiality when devising this scheme and action plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify materials.

### **Links to other School Policies**

Although this Scheme is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan (SDP), Raising Achievement Plan (RAP), School Website and Newsletters.

Other policies which have informed this Scheme and include references to equality include:

- SEN policy and SEND offer
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Pupil Premium Action Plan
- Attendance Policy
- SMSC Policy

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment and Selection Policy.

### **Roles and Responsibilities for Implementing the Single Equality Scheme**

The following groups promote equality and eliminate discrimination by:

#### **The Head Teacher:**

- Demonstrates responsibilities under the Equality Act.

- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures the scheme is implemented effectively
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer
- Ensures staff have access to training which helps to implement the Scheme
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies
- Ensures CPD is inclusive of all staff and includes equality matters
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions

### **The Governing Body:**

- Ensures that the school complies with all relevant equalities legislation
- Has a duty to promote equality of opportunity and eliminate discrimination
- Ensures policies are inclusive of equality and are written in conjunction with this scheme
- Ensures all governors receive up to date training in all the equalities duties
- Designates a governor with specific responsibility for the Single Equality Scheme that attends the working party
- Establishes that the action plans arising from the scheme are part of the School Development Plan
- Supports the Head Teacher in implementing any objectives necessary
- Informs and consult with parents about the scheme
- Evaluates and review the objectives annually
- Assesses the potential impact of decisions made upon equalities

### **The Senior Leadership Team:**

- Has responsibility for supporting other staff in implementing this Scheme
- Sensitively encouraging declaration of equality strand identity by children and young people, parents/carers, staff and other users of the school
- Provides a lead in the collection and dissemination of information relating to the Scheme
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme
- With the Head Teacher, provides advice/support in dealing with any incidents/issues
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan
- Evaluates and review the objectives annually
- Ensures coverage in the curriculum of equalities issues
- Ensures the curriculum promotes pupils' SMSC and British Values development
- Ensure the peer support programme within the school promotes understanding
- Working with trade unions to implement the gender and age duties in employment functions
- Setting up the working party, with membership to include: SLT member/Inclusion leader, Governor, Parent/carers, Teacher, Teaching Assistant and input from School Council representatives

- In the event of expectations not being met, ensures action is taken in accordance with the status of those involved

### **The working party:**

Our working party is involved throughout the planning, monitoring and evaluation of the SES. The key functions of the working party are:

- to ensure the involvement of the widest possible range of people representing the different equality strands
- to ensure the involvement of trade unions when necessary, regarding the equalities duties
- to arrange for the gathering of information relating to all equality strands
- to consider arrangements for impact assessments
- to report to the leadership team on outcomes of information gathering and impact assessment

### **Parents/Carers**

- Have access to the Scheme via the School Website
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the opportunity to put forward suggestions/ ideas for discussion by the working party
- Have the right to be informed of any incident related to this Scheme which could directly affect their child
- Are informed of objectives, published annually

### **School Staff:**

- Accept that this is a whole school issue and support the Single Equality Scheme
- Make known any queries or training requirements
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Do not discriminate on racial, disability or other grounds
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community
- Support the implementation of objectives through key action points

### **Pupils:**

- Are made aware of any relevant part of the Scheme, appropriate to age and ability
- Are expected to act in accordance with any relevant part of the Scheme
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- Understand the importance of reporting discriminatory bullying and racially motivated incidents
- Understand their role in supporting the implementation of objectives (where relevant)

### **Visitors:**

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.



Should a complaint need to be made regarding Equality please read the school's Complaint policy that can be found on the school website or requested from the school office.

### **Characteristics of our school**

Downs View Infant School has a growing diverse population. The children are represented in the following groups

<b><u>Group</u></b>	<b><u>2014/15</u></b>	<b><u>2015/16</u></b>	<b><u>2016/17</u></b>	<b><u>2017/18</u></b>
Girls	48%	52%	53%	46%
Boys	52%	48%	47%	54%
BEM (Black and Ethnic Minorities)	16%	20%	19%	15.6%
EAL(English as an Additional Language)	8%	15%	7.5%	7%
Pupil Premium	22%	24%	26%	18%
Children with Disability	1.1%		3%	2.6%
Families with disabilities	0.3%			
Medical needs	21%		28%	

**Appendix 1** includes further analysis of the different groups with protected characteristics that children belong at Downs View Infant School.

Our admission form gives parents the opportunity to share information about themselves and their child, in line with the Equality Act 2010. This information is used to inform our SES scheme and ensure that policy and practice is appropriate for the needs of each individual. All admission information, including the School Prospectus, the school website and standard letters are available in a range of languages.

### **Outcomes for Pupils**

**Appendix 3** shows the end of KS1 attainment for the different groups of children at Downs View compared to national benchmarks. In Maths all groups of children achieved above the national benchmark for the expected standard apart from SEN support. In Reading all groups of children achieved above the national benchmark for the expected standard apart from SEN support and English as an additional language. Where groups are not in line with the national benchmark targets and actions are set on the school plan or discussed at termly pupil progress meetings in order to try and raise attainment and accelerate progress for these groups. **Appendix 4** shows the attainment of different groups of children at the end of EYFS at the end of 2016/17.

### **Objectives**

This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

We keep our equality objectives under review and report annually on progress towards achieving them. Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix 4).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.
- Governor's minutes

### **Reporting**

- There will be an annual report on this scheme demonstrating the above findings and including information gathered during the year. This report will be published as follows
- On the school's website
- Be available to all school members in hard copy, and in the form of alternative communication where necessary

### **Publicising our Scheme**

The Single Equalities Scheme will be available to all persons on request and explained to all stakeholders through:

- School website
- Governing Body meetings
- Staff meetings
- A paper copy available on request

### **Monitoring**

- The effectiveness of this Single Equality Scheme will be evaluated by the working party and the Governing Body

## Appendix 1

### Downs View Infant School Equalities Information

#### Pupils

<b>Gender</b>	
<b>Girls</b>	<b>121 46%</b>
<b>Boys</b>	<b>141 54%</b>

<b>0100 Pupils in total in Ethnic Categories</b>			
<b>White British</b>	<b>White and Black African</b>	<b>White Western European</b>	<b>Chinese</b>
<b>White Cornish</b>	<b>White and Black Caribbean</b>	<b>Black-African</b>	<b>Indian</b>
<b>White Irish</b>	<b>White Eastern European</b>	<b>Black and any other ethnic group</b>	<b>Other mixed Background</b>
<b>White &amp; any other Asian background</b>	<b>White Other</b>	<b>Black Caribbean</b>	<b>Sri Lankan Sinhalese</b>
<b>White English</b>	<b>Other Asian</b>	<b>Asian and any other ethnic group</b>	<b>White &amp; any other ethnic group</b>
<b>Pakistani</b>	<b>Any other black background</b>	<b>Bangladeshi</b>	<b>Nepali</b>

<b>First Languages in the School</b>		
<b>English</b>	<b>Chinese(Mandarin)</b>	<b>Bengali</b>
<b>Polish</b>	<b>Czech</b>	<b>Nepali</b>
<b>Albanian/Shqip</b>	<b>Hindi</b>	<b>Itsekiri</b>
<b>Arabic</b>	<b>French</b>	<b>Tamil</b>

<b>Religion and Belief</b>	
<b>Refused</b>	<b>Hindu</b>
<b>Buddhist</b>	<b>Muslim</b>
<b>Christian</b>	<b>No religion</b>
<b>Other religion</b>	

<b>Disability Categories( categories that some children at DV are in)</b>			
<b>Global Delay</b>	<b>1.1%</b>	<b>ASD/Aspergers</b>	<b>1.52%</b>
<b>ADHD</b>	<b>0.38%</b>	<b>Hearing impairment</b>	<b>0.38%</b>

<b>Special Educational Needs(SEN/D)</b>	
<b>SEN/D</b>	<b>27 10.31%</b>
<b>Educational Health Care Plan</b>	<b>1 0.38%</b>

**Appendix 2: Downs View Infant School Accessibility Plan**

<b>Standard</b>	<b>Available Resources</b>	<b>Act</b>	<b>Recipients</b>	<b>Timescale and cost</b>	<b>Success Criteria</b>	<b>Monitored</b>	<b>Evaluation and Impact on School Plan</b>
<b><i>Increase the extent to which SEN &amp; disabled pupils can participate in the school curriculum</i></b>	<p>Staff Development Budget</p> <p>SEN support plans / Education and Health Care plans reviewed</p> <p>High Needs Funding</p> <p>Health Care Plans</p>	<p>Setting suitable learning challenges within daily planning.</p> <p>Differentiated teaching and learning styles catered for.</p> <p>Outcomes clearly stated</p>	Whole staff	On going	<p>Broader range of teaching strategies used by CTs &amp; TAs</p> <p>Staff are confident to meet the needs of pupils with a diverse range of learning, medical and behaviour needs in relation to equality.</p>	<p>Inclusion Leader monitoring planning and moderating provision.</p> <p>Termly agreement trialling/ provision moderation</p>	<p>An inclusive approach will be used to ensure that children with SEN/D and disabled pupils make accelerated progress.</p>

<p><b>Overcoming potential barriers to learning and assessment for individuals and groups of pupils</b></p>	<p>Contingency funding</p>	<p>Ensuring all children have suitable equipment, furniture ...etc., thus enabling them to access the curriculum through support from Occupational Therapy Services and Physiotherapy for specific pupils.</p> <p>Speech therapy</p> <p>Psychology</p> <p>Medication available</p>	<p>Key members of staff</p>	<p>Regular review meetings.</p> <p>Reviewed termly</p>	<p>Resources purchased as recommended for provision in classroom, toilets, dining hall, for out of school trips.</p>	<p>Daily observation of pupils to ensure equipment is used safely and is providing inclusive approach to learning. Termly monitoring from all multi agencies involved at meetings and annual reviews.</p>	<p>Children will overcome potential barriers to learning and be able to access learning like their peers, ensuring accelerated progress.</p>
<p><b>Improving inclusive ethos</b></p>	<p>Makaton training for staff when required</p>	<p>Staff training / awareness for medical and physical needs</p>	<p>One-To-One Support staff</p>	<p>Termly review of training</p>	<p>Downs view will adopt an inclusive approach for children with communication difficulties.</p>	<p>Daily monitoring of signs used to teach children and shared with key adults.</p>	<p>Provision will be inclusive to ensure that pupils with diverse learning needs are given the maximum potential to make progress</p>
<p><b>Responding to pupils' diverse learning needs</b></p>	<p>Anaphylactic training awareness/ Use of Epi pens.</p> <p>Training of insulin</p>	<p>Continuation awareness of use of Sign Language to all children and staff within lessons and assemblies. Used to support some high needs children in</p>	<p>All staff – reviewed yearly and</p>	<p>Daily planning in</p>	<p>All pupil's diverse learning needs will be responded to in a positive and</p>		

	<p>pumps and medication for children who are diabetic</p>	<p>Reception          Epipen /Diabetes training – reviewed Yearly. First Aid at Work gained by all staff. Paediatric First Aid qualifications gained by EYFS TA and Key First Aider</p> <p>Differentiated assessment</p> <p>Use of External Agencies/Expertise:          Physiotherapy          SALT          Occupational Therapy          Wyvern and Goldwyn outreach specialist teaching support</p> <p>Positive images of disability to be displayed</p> <p>Literature / resource books to include images of disability. Assemblies</p>	<p>new/ key members of staff trained.</p> <p>At least termly visits by outside agencies and advice acted upon.</p>	<p>relation to SES</p> <p>Termly reviews and visits by external agencies</p>	<p>inclusive way.</p> <p>All pupils with a range of diverse needs will be provided with correct provision and resources to ensure a positive approach to ensure inclusion .</p>	<p>Weekly monitoring of practice involving use of insulin injections and checks.</p> <p>Termly reviews of provision for pupils with physical and diverse needs.</p>	<p>both in terms of academic progress and well-being and involvement.</p> <p>Outside agency’s expertise will be used to provide an inclusive approach to learning and provision. This will ensure that pupils have individual health education plans which are appropriate to meet their diverse needs.</p>
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		<p>to explore issues of inclusion.</p> <p>Outside visitors to talk about their disabilities</p>						
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<b>Standard</b>	<b>Available Resources</b>	<b>Act</b>	<b>Recipients</b>	<b>Timescale and cost</b>	<b>Success Criteria</b>	<b>Monitored</b>	<b>Evaluation and Impact on School Plan</b>
<p><b>Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education.</b></p>	<p>Devolved Capital Fund</p> <p>Buildings Maintenance Devolved Budget from</p>	<p><b><u>Improved Access for PD</u></b></p> <p>Notice attached to main entrance gate to instruct individuals with physical needs to seek assistance with office staff for opening the main gate.</p>	<p>All users unable to push open the main gate independently</p>	<p>Cost of permanent sign £30</p>	<p>Improved accessibility for PD</p>	<p>Single Equality Scheme Working Party</p>	<p>All users of building will have safe access to the building.</p> <p>All rooms within the building will be accessible to all children and adults. Mobility around the school will be easier for all stakeholders with physical impairments.</p>
		<p>Wooden frames attached to class doors in polar bear, turtle and fox class to be widened to full width of the door.</p>	<p>Adults using a wheelchair to enter the room.</p>	<p>No Cost – caretaker to complete</p>	<p>Improved accessibility for all</p>	<p>SEND Governor and AEN Leader yearly on disability learning walk in April</p>	
		<p><b><u>Improved Access for VI</u></b></p> <p>Edge of steps and door exit steps to be more visible using luminous line</p>	<p>Visually impaired</p>	<p>Main entrances and exits by sept 2016. The remainder by sept 2018</p>	<p>Improved access for VI</p>		

## Appendix 3

### Analyse School Performance

#### Key stage 1 reading attainment by pupil group

Plot Area

Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat Ben	Sch %	Nat Ben	Sch %	Nat Ben	Sch %	Nat Ben	Sch %	Nat Ben
<b>All pupils</b>	87	84	76	31	25	1	2	5	4	10	17
Male	34	71	71	18	22	3	3	6	6	21	20
Female	53	92	80	40	29	0	1	4	3	4	15
Disadvantaged	22	82	79	18	28	0	2	0	3	18	15
Other	65	85	79	35	28	2	2	6	3	8	15
Ever 6 FSM	22	82	79	18	28	0	2	0	4	18	16
Children looked after	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN with statement or EHC plan	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN support	3	0	76	0	25	33	2	67	4	0	17
No SEN	84	87	83	32	29	0	0	2	2	11	14
English first language	80	86	76	33	25	1	2	5	4	8	17
English additional language	7	57	76	14	25	0	2	0	4	43	17

Provisional Data 2017/2018 Downs View Infants School

### Analyse School Performance

#### Key stage 1 maths attainment by pupil group

Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	87	84	75	30	21	1	2	0	4	15	19
Male	34	88	74	29	22	3	3	0	5	9	18
Female	53	81	76	30	19	0	1	0	3	19	19
Disadvantaged	22	86	79	14	23	0	2	0	3	14	16
Other	65	83	79	35	23	2	2	0	3	15	16
Ever 6 FSM	22	86	79	14	23	0	2	0	3	14	16
Children looked after	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	19
SEN support	3	0	75	0	21	33	2	0	4	67	19
No SEN	84	87	83	31	23	0	0	0	2	13	15
English first language	80	84	75	31	21	1	2	0	4	15	19
English additional language	7	86	75	14	21	0	2	0	4	14	19

## Analyse School Performance

### Key stage 1 writing attainment by pupil group

Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	87	77	68	23	16	1	2	5	5	17	24
Male	34	71	61	9	11	3	3	6	6	21	29
Female	53	81	75	32	20	0	1	4	3	15	20
Disadvantaged	22	77	72	5	18	0	2	0	4	23	22
Other	65	77	72	29	18	2	2	6	4	15	22
Ever 6 FSM	22	77	72	5	18	0	2	0	4	23	22
Children looked after	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN with statement or EHC plan	0	N/A	68	N/A	15	N/A	2	N/A	5	N/A	24
SEN support	3	0	68	0	16	33	2	67	5	0	24
No SEN	84	80	76	24	18	0	0	2	2	18	21
English first language	80	78	68	24	16	1	2	5	5	16	24
English additional language	7	71	68	14	16	0	2	0	5	29	24

## Analyse School Performance

### Phonics screening check

Breakdown	Cohort	Number absent / didn't take the test	Number not achieving the expected standard	Number achieving expected standard	School %	National benchmark	Average mark	
							School	Nat ben
<b>All pupils</b>	90	0	17	73	81	81	34	34
Male	43	0	9	34	79	78	32	33
Female	47	0	8	39	83	85	36	34
Disadvantaged	15	0	4	11	73	84	32	34
Other	75	0	13	62	83	84	35	34
Ever 6 FSM	14	0	3	11	79	84	33	34
Children looked after	0	0	0	0	N/A	81	N/A	34
SEN with statement or EHC plan	1	0	0	1	100	81	36	34
SEN support	4	0	3	1	25	81	23	34
No SEN	85	0	14	71	84	87	35	35
English first language	84	0	16	68	81	81	34	34
English additional language	6	0	1	5	83	81	34	34

## Appendix 4

### Attainment for end of EYFS 2016/17 for different groups



## End of Reception Key Statistics Report

Rec - All Pupils (89 pupils)

02 July 2017

	Early Years Foundation Stage Early Learning Goals																		
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	89	100.0	97.8	97.8	97.8	86.5	6.7	89.9	4.7	86.5	6.5	85.4	17.9	77.5	19.4	77.5	37.3	77.5	76.4
Males	48	53.9	97.9	97.9	97.9	79.2	6.3	83.3	4.4	79.2	6.1	79.2	16.8	70.8	18.5	70.8	35.3	70.8	68.8
Females	41	46.1	97.6	97.6	97.6	95.1	7.1	97.6	5.1	95.1	7.0	92.7	19.2	85.4	20.4	85.4	39.7	85.4	85.4
FSM	12	13.5	100.0	100.0	100.0	58.3	5.3	75.0	4.4	58.3	5.7	58.3	15.4	50.0	16.0	50.0	31.4	50.0	50.0
Not FSM	77	86.5	97.4	97.4	97.4	90.9	6.9	92.2	4.8	90.9	6.7	89.6	18.3	81.8	19.9	81.8	38.2	81.8	80.5
Pupil Premium	14	15.7	100.0	100.0	100.0	57.1	5.4	71.4	4.3	57.1	5.5	57.1	15.1	50.0	15.7	50.0	30.9	50.0	50.0
Not Pupil Premium	75	84.3	97.3	97.3	97.3	92.0	6.9	93.3	4.8	92.0	6.7	90.7	18.4	82.7	20.0	82.7	38.5	82.7	81.3
SEN Support	5	5.6	100.0	100.0	100.0	0.0	3.0	0.0	2.2	0.0	3.0	0.0	8.2	0.0	9.4	0.0	17.6	0.0	0.0
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	84	94.4	97.6	97.6	97.6	91.7	6.9	95.2	4.9	91.7	6.7	90.5	18.5	82.1	20.0	82.1	38.5	82.1	81.0
Birth Term Autumn	29	32.6	96.6	96.6	96.6	96.6	7.4	96.6	5.2	96.6	7.4	96.6	20.0	86.2	21.2	86.2	41.2	86.2	86.2
Birth Term Summer	33	37.1	100.0	100.0	100.0	78.8	5.9	87.9	4.4	78.8	6.0	75.8	16.4	63.6	17.3	63.6	33.7	63.6	60.6
Caterpillar	30	33.7	100.0	100.0	100.0	86.7	6.7	86.7	5.0	86.7	6.7	83.3	18.4	80.0	20.4	80.0	38.8	80.0	76.7
Fox	30	33.7	96.7	96.7	96.7	80.0	6.5	90.0	4.4	80.0	6.3	80.0	17.1	73.3	18.3	73.3	35.4	73.3	73.3
Owl	29	32.6	96.6	96.6	96.6	93.1	6.8	93.1	4.8	93.1	6.7	93.1	18.3	79.3	19.3	79.3	37.6	79.3	79.3
EAL	6	6.7	83.3	83.3	83.3	83.3	6.0	83.3	4.5	83.3	6.3	66.7	16.8	66.7	17.3	66.7	34.2	66.7	66.7
Not EAL	83	93.3	98.8	98.8	98.8	86.7	6.7	90.4	4.8	86.7	6.5	86.7	18.0	78.3	19.5	78.3	37.5	78.3	77.1

End of EYFS Data 2017

## Appendix 5 : Equality Objectives Action Plan

Objective: To monitor and support attendance of all groups of children in school.							
<ul style="list-style-type: none"> <li>Aligned to protected characteristics ( list characteristics): Age, Disability, Ethnicity, Religion, Gender</li> </ul>							
<b>What helped us arrive at this objective (consultation with stakeholders):</b> Falling school attendance percentage – persistent absence							
Action	How	When	Who	Cost	Success Criteria	Monitored	Review Feb 2018
To monitor attendance of specific groups of pupils	DHT to monitor attendance figures/reports every 2 weeks – looking for trends and characteristics of vulnerable groups.	Every 2 weeks	DHT FLO	2 days a term	DHT has good knowledge of the attendance profile of the school. Who are the vulnerable groups/children?	Attendance reported to governors at each meeting	Attendance is currently 96.2% (good) for all pupils. Pupil premium attendance is 93.37% - FLO employed to support families to raise attendance. <b>2016/17</b> End of year attendance for all pupils 96.59% <b>2015/16</b> End of year attendance for all pupils 96.59% 95.08%
To raise attendance of specific groups of pupils	Look at percentages of the different protected	Single equality meetings Governors meetings	Working party School Governors	As above	Attendance goes from the Requires improvement to Good percentage.	Working party Governors meetings Pupil progress	Since the beginning of 2016 attendance for PP chn has raised.

	characteristics the children belong to and devise strategies to encourage parents to bring their children into school that are fair to all children/families.	Pupil progress meetings	DHT,HT, Teacher and Teaching assistants.			meetings	Disadvantaged pupils attendance at end of 2016/17 was 94.5% 2015/16 93%.
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**Objective: To ensure that the school website is accessible to all and promotes equality for all stakeholders**

**Aligned to protected characteristics ( list characteristics):**

- Gender, religion, Age, Disability, Ethnicity, Colour or national origin, Sexual identity and orientation

**What helped us arrive at this objective**  
 A previous review of the website by the single equality working party highlighted that there were groups of staff, children and parents that were not represented on the website, or had limited access to the website due to poor translation provision and composition of the site;

<b>Action</b>	<b>How</b>	<b>When</b>	<b>Who</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Monitored</b>	<b>Review Feb 2018</b>
School website to be reviewed termly	Members of the working party will review specific parts of the website. HT and DT review website will update ensure changes take place. A staff meeting will take place once a term for website review	Termly reviews	Working party HT and DHT Teaching staff School website manager	£75 per month Time ½ day a term	The school website will represent all stakeholders with information/pages/photos from all of the protected characteristics listed above. The school website will be accessible to all regardless of their language/disability.	Termly working party monitoring. HT and DHT termly Key Leaders termly	The school website is regularly reviewed and updated by the Single Equality group and other stakeholders including Governors and teachers Google translate is accessible on the website to enable access for stakeholders with English as an additional language.

**Objective: To increase the membership of all pupils in school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the equalities act.**

**Aligned to protected characteristics ( list characteristics):**

- Gender, religion, Age, Disability, Ethnicity, Colour or national origin, Sexual identity and orientation

**What helped us arrive at this objective: Knowledge from pupil questionnaires that not all children attend a school club.**

Action	How	When	Who	Cost	Success Criteria	Monitored	Review February 2018
<p>Monitor the types of clubs provided ( are they gender specific?)            Monitor the number of clubs provided.            Monitor the difference between the numbers of free/paid clubs.            Monitor the age group the club is provided for.            Monitor staff provision of clubs (equality).</p> <p>Record the clubs that the children attend at Downs View- target those with non-attendance</p>	<p>Analysis of club provision each term and for the current academic year. 2015/16</p> <p>Find gaps in the types of clubs that could be provided</p>	<p>Sept 2016 meeting initially then termly review</p>	<p>Single equality Working party</p>	<p>1 hour per term</p>	<p>All children attend a club during their time at Downs View Infant School.</p>	<p>HT Termly by the Working party Pupil Questionnaire results</p>	<p>At the end of 2016/17 – all children in Year 2 had attended an after school club.            84% of children in receipt of pupil premium funding attended an after school club.</p> <p>Current focus:            To provide greater club provision for EYFS children.</p>



<b>Objective: To ensure the school environment is as accessible possible to pupils, staff and visitors-</b>							
<b>Aligned to protected characteristics ( list characteristics):</b> Age, Disability,							
<b>What helped us arrive at this objective (consultation with stakeholders): Access to school, particularly parking and safety on the path/crossing the road has been an issue at the school for a long time. A working party has been set up and the travel plan is the process of being updated. It is key aim to improve the access to the school for all stakeholders.</b>							
<b>Action</b>	<b>How</b>	<b>When</b>	<b>Who</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Monitored</b>	<b>Review Feb 2018</b>
Member of the Equality working party to attend travel working party. Equality to monitor new plans to ensure equality.	DHT attend travel/parking working party meetings	As and when travel plan meetings held	DHT	Time to attend meetings	Plans/strategies devised to improve accessibility include those that have protected characteristics	Minutes form travel meeting	Regular parking meetings have been held – see working party minutes. Travel grant was successfully bid for – Bike shed ordered for staff to ease parking restraints in the car park. New scooter and bike storage bought to encourage more children to use this method of transport instead of car.