

*St Hilda's Moorland Federation
Danby CE VA Primary School and Egton CE VA Primary School*



Equality & Diversity Scheme 2023 - 2026

Effective Date:	July 2023
Date Due for Review:	July 2026
Approved by:	The Governing Body
Approval Date:	July 2023
Signed by Chair of Governors	 Matthew White

Introduction

DfE The Equality Act 2010 and schools:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.

- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination

- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

OFSTED inspection may include the school's accessibility plan as part of their review.

School Aims and Objectives

We work to our Vision Statement and our Educational Aims and Objectives:

A happy and friendly learning community where everyone enjoys the opportunity to achieve their potential within a trusting Christian School

Danby School is small, distinctively Christian, family based learning community. We learn and grow together. Our key values underpin everything we strive for in our school:

TRUST

Trust in the Lord and do good. *Psalms 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalms 133.1*

RESPECT

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Our aims reflect the Christian values upheld by our staff and governors.

Our aims are to:

- Create a high quality, safe, healthy, happy, caring and nurturing Christian learning environment
- Stimulate learning through enjoyable and exciting experiences and encourage children to reach their full potential for a successful future life
- Provide a broad and balanced curriculum promoting academic, physical, social, moral and spiritual growth
- Develop independence, confidence, self-esteem, spirituality, thankfulness and motivation
- Develop positive moral values, self-discipline and respect for all
- Foster a greater understanding of and respect for others of any culture, religion or group
- Encourage an understanding of the meaning and significance of faiths
- Create an active partnership between the children, parents, staff, governors and community (local, national and global)

Equality Objectives 2023-26

- To ensure that our PSHE curriculum addresses a full range of equality issues and to build a collection of appropriate resources for staff use;
- to increase the number of world religions learnt about in our RE curriculum;
- to encourage children to consider non-stereotyped career options;
- To ensure our teaching and learning curriculum and associated resources promote equality and inclusivity
- to anticipate the needs of incoming pupils from a new group and ensure that the school and staff are adequately prepared for their needs;
- to arrange appropriate training for staff as and when required to ensure that they are able to address pupil needs.

What kind of Federation are we?

Federation Vision and Values

The federation's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Federation statement also embraces the [North Yorkshire Equality Diversity and Inclusion statement](#) which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

Federation Context

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

Minority ethnic: NIL

Religions and belief: Predominately Christian

Languages spoken: Predominately English

Free School Meals (FSM): less than 10%

Special Educational needs (SEN): Approximately 15%

Disabled: Less than 10%

New Arrivals: NIL

Asylum Seekers: less than 10%

Gender: Approximately 50/50 girl boy ratio

Sexual orientation: This data is not collected by school

The turnover of pupils and staff has most usually been low ranging from 1-6 pupils a year.

The nature of the school intake in the future (bearing in mind the anticipatory requirement of the DDA) is likely to continue in the current pattern.

The nature of the school and site regarding access; fully accessible to wheelchairs lower level only, however there is nothing upstairs that is not replicated downstairs in either school building

Languages spoken at the school; are currently only English, however we are able to access support should other languages be required.

Recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity: Good

The training taken to position the school well for the equality and diversity agenda.

SENCO termly update training; HT & Governor Safer Recruitment; Regular staff meetings for SEND and pupil progress updates; Termly vulnerable children update; RE termly network training and syllabus training – Religious beliefs and Education; Mental Health and Well Being Training.

School provision

Examples of reasonable adjustments the school makes as a matter of course

Since September 2012 schools and local authorities have had a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

Examples of reasonable adjustments the school makes as a matter of course can be found in the

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self-evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- ☐ pupils' attainment - analysis of end of key stage results for pupils of particular groups
- ☐ the quality of particular groups of pupils' learning and the progress they make throughout the school
- ☐ the extent to which different groups of pupils feel safe (e.g. Incidents of racism, 'hate' and bullying involving particular groups of pupils)
- ☐ the behaviour of particular groups of pupils (e.g. exclusion data for particular groups of pupils)
- ☐ the extent to which pupils from particular groups adopt healthy lifestyles
- ☐ the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)
- ☐ attendance data for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- ☐ the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)
- ☐ impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report
- ☐ Outcomes for pupils are analysed against social identity issues ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils and is recorded in the school self- evaluation form (SEF) when appropriate
- ☐ These processes form part of the school's equality impact assessment processes to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers
- ☐ As we are a small school with often small cohorts of children, outcomes for pupils cannot be analysed in full in this document. Numerical statistical information is not published in this document as it can lead to the identification of children and individuals in our school community. Interested persons are however, most welcome to discuss these in further detail with the headteacher.
- ☐ Our most recent OFSTED inspections deem both schools as GOOD (Danby 2022 and Egton 2018).
- ☐ Our most recent SIAMS inspections deem Danby as GOOD (2018) and Egton as EXCELLENT (2022)
- ☐ Information on outcomes for behaviour, healthy lifestyles, learning and progress, attainment, pupils safety, contribution to community, attendance and relationships with parents can all be found in our OFSTED report on the school websites: www.danbyceprimary.co.uk and www.egtonceprimary.org

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;

- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the relevant staff are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

People with specific responsibilities:

Liz Orland – Headteacher is responsible for:

- maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- ensuring the specific needs of staff members are addressed;
- gathering and analysing the information on outcomes of vulnerable pupils and staff;
- monitoring the response to reported incidents of a discriminatory nature.
- Mrs Polly Wright is the governor responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;

- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- 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 and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be 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;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey;
- New starters and leavers questionnaires;
- Pupil annual questionnaires;
- Regular school family discussions.

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Exit interviews with staff;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management;
- Regular meetings with union representatives should representatives be present in the school;
- Regular dialogue and conversation.

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."
- Feedback through the Governing Body meetings;
- Feedback through the PTFA meetings;
- Feedback from adults using the school beyond the school day;
- Regular Parent Consultations and face to face meetings with Governors.

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Contact us

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Tel: 01609 532917

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Appendix 2 – Accessibility Action Plan 2023-26

St Hilda's Moorland Federation ACCESS PLAN 2023-2026

Access to the Physical Environment

Targets	Strategies	Timescale	Success Criteria
1. Schools are aware of the access needs of disabled children, staff, parent/carers and visitors	A. Create access plans for individual disabled children as part of IEP process	As required	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs
2. Ensure that all disabled individuals can be safely evacuated.	B. Enable staff and governors to alert the schools to any access needs and make sure they are met in meetings etc		Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings
3. There is clear signage for disabled access and toilet facilities	A. Put in place Personal Emergency Evacuation Plans for all as required	As required	Egton - A mobile ramp is in place for access to the playground from the main entrance and one out of the back entrance to the school field.
	B. Develop a system to ensure all staff are aware of their responsibilities.		Some areas have been carpeted to improve acoustics for hearing impaired children, staff and visitors,
	Appropriate signage to be made/purchased and displayed		Wall and floor colours have been/will be chosen to provide an obvious contrast to aid visually impaired children, staff and visitors.

			<p>All disabled individuals and staff working with them are safe and confident in event of fire.</p> <p>Routes and provision in schools are obvious.</p>
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Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
1. Increase confidence of staff in differentiating the curriculum	A SEND Policy and Report and Local Offer in place and in use	Reviewed every 3 years	Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation
2. Ensure all staff are aware of disabled children's curriculum access	B. Regular staff training in inclusive practices and resources including SEN	As required	Headteacher	There will be appropriate changes to the teaching and learning arrangements in the schools
3. Ensure all staff have undertaken disability equality training. Headteacher to disseminate via Equalities Scheme, shared with staff	A. Set up system of individual access plans for disabled children			Classroom organisation is accessible and well signed
4. Ensure quality and appropriate resources are available including IT and App resources	B. Set up system for information to be shared with appropriate staff			All staff work from a disability equality perspective
	Equalities scheme in place, staff and governors aware of scheme			Children are able to access the curriculum

	<p>Review provision in school for individuals as required.</p> <p>Enable staff training for specialist resources as required</p>			through specialised resources.
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Access to Information

Targets	Strategies	Timescale	Success Criteria
1. Review information to parents/carers/children to ensure it is accessible	<p>A. Ask parents/carers about access needs when child is admitted to school – Prospectus Statement</p> <p>B. Be prepared to produce information in alternative formats e.g. large print, Braille, ensure other languages can be catered for</p> <p>C. Use of visual timetables and prompts for children in school</p>	As required	<p>All parents getting information in format that they can access e.g. audio format, large print, Braille</p> <p>Sign for other languages displayed in Schools</p> <p>Children know the timetable for their day/week.</p>
<p>2. Liaise with local Playgroups and other relevant pre-school providers.</p> <p>Liaise with sending school for pupils transferring from another Primary setting.</p>	<p>A. Visit the setting to see the children/ talk to parents and staff.</p> <p>B. Invite children into school before starting date – talk to parents.</p> <p>C. Make use of all information sent from previous setting to establish baseline and individual needs.</p>	As required	<p>Needs are known on entry.</p> <p>Child is fully included in relevant class.</p> <p>Appropriate targets are set.</p>

