

ACCESSIBILITY PLAN **(WITHIN EQUALITY OVERARCHING SCHEME)**

Review frequency: Annually

Approval: Personnel, Finance and Premises Committee

Legislation: [Equality Act 2010: Schedule 10, Paragraph 3](#) and [Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#).

PRUs – [The Education \(Pupil Referral Units\) \(Management Committees etc.\) \(England\) Regulations 2007](#).

Review Date:	Committee:	Ratified:
13/02/18	PFP	19/03/18
14/06/19	PFP	01/07/19
09/06/20	PFP	06/07/20
22/06/21	PFP	19/07/21
07/06/22	PFP	04/07/22
06/06/23	PFP	03/07/23
26/11/24	PFP	16/12/24
25/11/25	PFP	15/12/25

Version Control

Current version	Previous version	Summary of changes made
September 2025	September 2024	Policy fully reviewed. No changes made
Sep 2024	Jun 2021	Policy fully reviewed. No changes made
June 2021	Feb 2018	Policy fully reviewed and updated with current school policies, procedures and premises.
Feb 2018	May 2017	Policy amended to new format.
May 2017	Feb 2014	Policy fully reviewed and updated with current school policies, procedures and premises.
Feb 2014		Policy downloaded, reviewed and adopted Feb 14. Policy placed on website. To be reviewed again in 3 years.

Overarching Statement of Intent

- In accordance with our governing body aims; we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Roles & Responsibilities

The Governors are responsible for:

- making sure the school complies with the relevant equality legislation and for ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.
- The head Teacher is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- Knowing and following, our Equality Scheme.

Statutory requirements

The equality objectives in the Disability, Gender and Race Equality Plans below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Bolton LA procedure for recording incidents involving pupils in schools.

The access plan within the Disability Equality Plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

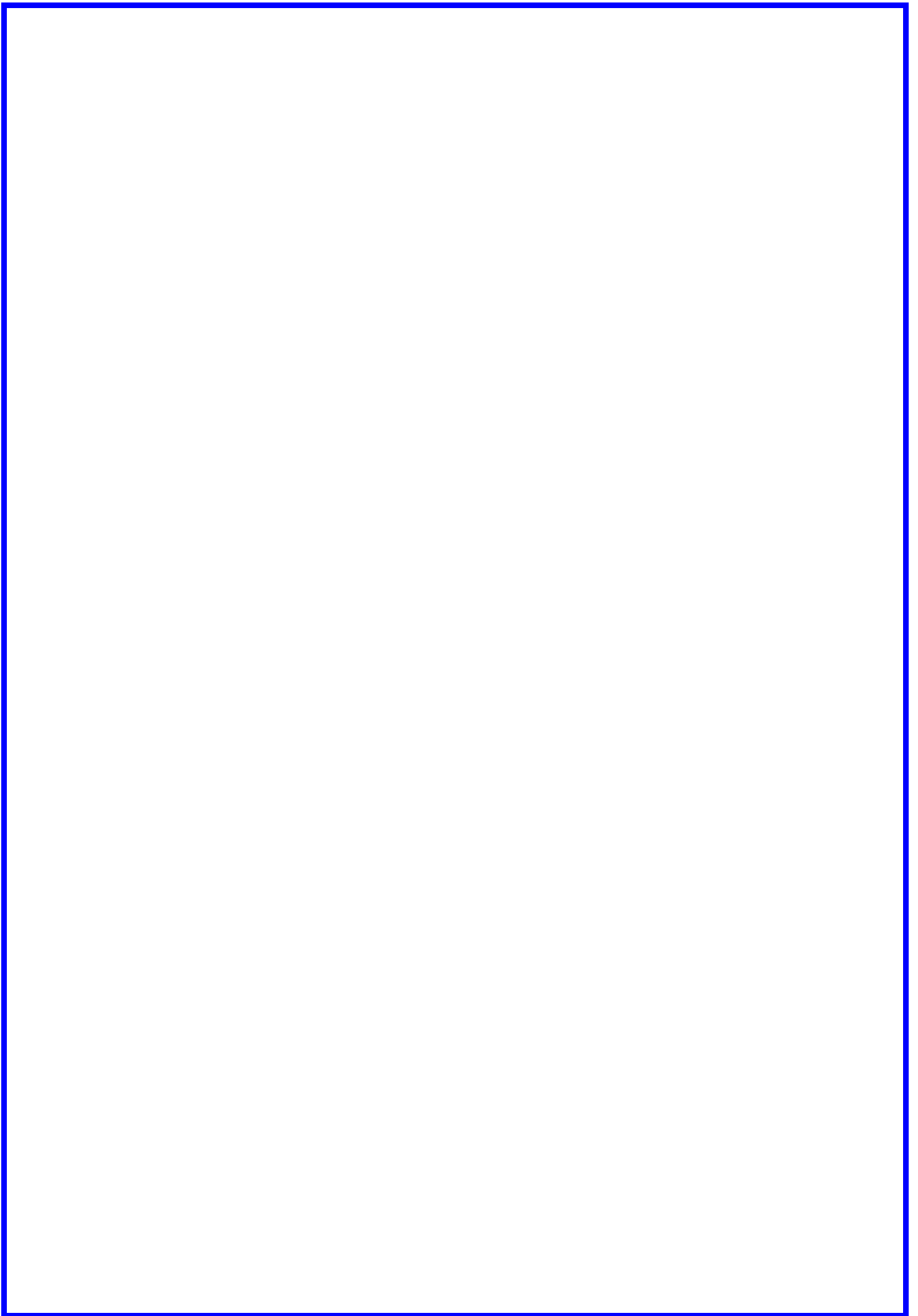
Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every three years and approved by the Governing Body. The review process has been delegated to the Curriculum and Inclusion Committee although the plan will be shared at all committees. The Headteacher has responsibility for developing and monitoring the plan.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Anti-Bullying Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Policies
(*Single Equity; Disability; Gender; Race Equality and Cultural Diversity*)
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy



Race Equality Plan

Introduction

This plan sets out how Brownlow Fold School will work to promote race equality.

Impact Assessment

In regard to the general duty under the Race Relations (Amendment) Act 2000 the SLT and Governing Body regularly review and monitor procedures and policies, including the Race Equality Plan. This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Local Authority procedure for reporting racist incidents involving pupils in schools.

Action Plan to address the General Duty to promote race equality

Actions	How & When?	By whom	Resources & cost	Evidence that it is completed & monitored
Inform school community of the existence of the Race Equality Policy	Publicise on school web page. Staff meeting agenda item and place updated staff copy in staff policy file Summer Term	Head Teacher Chair of Governors	Time	Sample of new parents questioned that they have seen this on the web page. Staff Meeting minutes
Ensure all new staff and volunteers are aware of the procedures for recording and reporting racial incidents	Part of the Induction procedure for new staff.	Head Teacher SENCO TLR	Time	Understanding by staff and volunteers of what constitutes a racist incident, and how to act in the event of one.
Continue to develop more links with local schools within cluster	Continue to involve school council in developing pupil voice within cluster. Use positive images of multicultural society Fair-trade	SENCO Class teachers	Time	Children more aware of local issues. Displays in school reflect a multicultural approach
Continue to provide opportunities for children to visit places of importance in multicultural society	Continue to plan trips to church, mosques & synagogues. Relevant to curricular theme studying	RE subject leader	Time and WOW visit cost	RE Subject Leader to monitor.
Celebrate the different cultures within school	Assemblies, curriculum, parties (e.g. Christmas, Eid, Divali etc)	SLT	Time	Head Teacher's report to Governors

The next race equality plan will build upon this plan's actions, the results of monitoring, and other information.

Disability Equality Plan

Introduction

This plan sets out how the Governing Body of Brownlow Fold School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005 and Broader Equality Act 2010. It forms part of our general Equality Scheme.

The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Built child's disabled toilet and sensory/self-regulation rooms in EYFS and Main School.
- Ramp added to the hall at the back of school for ease of access for wheelchairs.
- Adapted an adult toilet.
- Widened entrance hall and corridors.
- Improved fencing and security.
- Added external doors to all classrooms with ramps allowing wheelchair access.
- All raised beds (for gardening) built at a height which wheelchair users can access.
- Paths and gates in the Community Garden wide enough for wheelchair access.
- Nursery rebuild with widened doors and areas within allowing easy access throughout the building.
- Widened pathways around school for ease of access.

Combined Action and Accessibility Plan to address the disability equality duty

Accessibility Plan

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (c) He or she has a physical or mental impairment, and
- (d) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Brownlow Fold Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by SLT, Curriculum and Operations and each target evaluated by the relevant Governors’ committee. The current Plan will be appended to this document following its publication in the School Improvement Plan.

At Brownlow Fold Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Brownlow Fold Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3) Brownlow Fold Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Brownlow Fold Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Brownlow Fold Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Brownlow Fold Primary School policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Disaster Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Policies (*Single Equity; Disability; Gender; Race Equality and Cultural Diversity*)

- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Continuing Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor for Health and Safety and Curriculum Committees.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our aims are

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school/lunch time clubs for pupils with physical impairments, school trips for pupils with medical needs; There are parts of the school to which disabled pupils have limited access to at the moment, or where physical features of the school environment hamper access to the whole life of the school;

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Action Plan

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales;
- A specified date and process for review.

Access Audit

The school is a single storey building with wide corridors and several access points from outside.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door this being fully accessible to wheelchair users. There are disabled toilet facilities available outside the Offices and in the main school opposite the Year 1 classroom.

The school has internal emergency signage and escape routes are clearly marked, this includes signage which indicates which escape routes are appropriate for wheelchair users.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Access to Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Action	Timescale	Resources	Responsibility	Monitoring
Ensure ICT appropriate for pupils with disabilities.	▪ Review accessibility of ICT (including any new equipment) ▪ Pupil Council to be involved in review of software. ▪ Prioritise new software to purchase.	Autumn Term	Time	Computing Subject lead & SENCo	Leadership Team
To liaise with Nursery providers to review potential intake for new Sept	To identify pupils who may need additional to or different from provision for new Sept Intake	Sept		HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing annually		HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To plan provision for pupils with specific medical conditions.	To liaise with Key Worker, the Health Teams, LSS, new class teacher and parents e.g. update epilepsy or epipen training for appropriate staff if required.	Ongoing annually		HT LSS SENCo	Pupil to make good progress.
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing annually		HT All Teachers	Clear collaborative working approach

To establish close liaison with outside agencies for pupils' on going health needs.	To ensure collaboration between all key personnel	Ongoing throughout.		HT All Teachers LSS Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: - An adapted curriculum with alternatives offered. - A range of support staff including trained teaching assistants - Multimedia activities to support most curriculum areas - Use of interactive ICT equipment - Specific equipment sourced from occupational therapy	Ongoing	Teachers SENCO Special school Ed Psych Woodbridge SEND service SALT Bright Leaders	Advice taken and strategies evident in classroom practice.	
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards EH/EHR targets Provision mapping shows clear steps and progress made	
To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results	

To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) - Wheelchair access - Screen magnifier software for the visually impaired - Features such as sticky keys and filter keys to aid disabled users in using a keyboard - Communication Friendly School training for all staff - Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. - Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
To evaluate and review the above short and long term targets annually	See above	Annually	SLT, curriculum subject leaders, Governors	All children making good progress.
To deliver findings to the Governing Body	SEN (Community Inclusion Committee) Governors meeting	Annually Termly SEN Governor / SENCO meetings	SENDCo/ SLT/SEN Governor	Governors fully informed about SEN provision and progress
Create effective learning environments	- Continue to ensure all classrooms and resources are organised in accordance with pupil need. - Ongoing programme of staff training in disability awareness to reflect diverse	Ongoing	All staff	SENCo through lesson observations and sampling lesson planning – monitoring Leadership Team and

	needs of students within the school and anticipatory duties.			Governors	
Ensure the curriculum addresses the needs of, and is appropriate for, pupils with disabilities	- Review accessibility of all areas of the curriculum.	Autumn Term	Time	All subject leaders SENCo	Leadership Team
Access to wider curriculum Increase participation in school activities.	- Audit participation in extra-curricular activities and identify any barriers. - Work with out of school hours' provider to increase opportunities available. - Ensure school activities are accessible to all students. - Investigate LSS flexibility to cover extracurricular activities if needed.	Autumn	Governors to identify contingency budget for TA cover for extracurricular activities if needed.	All staff leading clubs	Leadership Team Governors

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Action	Timescale	Responsibility	Monitoring
Increase site access to meet diverse needs of pupils, staff, parents and community users.	- Review personal evacuation plans. - Adopt a more proactive approach to identifying the access requirements of disabled parents when their child starts at the school	identify further work to car parks to improve facilities. With immediate effect to be constantly reviewed	Site Manager SLT	Governors
Improve physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT SENDCo	Creation of self-regulation rooms provide quiet space for groups
Ensure visually stimulating environment for all	Regularly updated displays in classrooms.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of the EHCP process - Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. - Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	Each September To be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
Ensure the medical needs of all pupils are met fully	Inclusion Leader to update training by liaising with external agencies, identifying training needs and establish individual	With immediate effect to be	Head Teacher SBM	

within the capability of the school.	protocols where needed.	constantly reviewed		
Ensuring disabled parents have every opportunity to be involved	- offer a telephone call to explain letters home for some parents who need this - adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	Ensure that disabled parents are not discriminated against and encouraged to take interest and be involved in their child's education
To continue to improve school grounds	Plan improvements to KS1 +2 grounds Update Playground markings and Trim Trails Grant to pay for improvements	Ongoing	Business manager Site Manager	Outside area more inviting.
To improve community links	School to continue to have strong links with schools in Bolton Authority and the wider community. Involvement in network cluster events, Charities, local businesses, community use etc	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Bolton, the world and their needs Improved community cohesion
To make the school play area more accessible and user friendly for pupils with mobility, sensory and social difficulties	More playground activities available. Further ramps to ease access around the school grounds making the school play area more accessible when any area is updated.	Ongoing continual improvement	HT School Council Site manager	To have painted play ground to enable pupils to fully participate in games. Access for all to school facilities.

Continue to develop			SBM	Inclusive child-
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interactive playgrounds and facilities – quiet area	Look for funding opportunities	Ongoing	Whole school approach	friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability	Ongoing	Subject leaders SLT	No accidents

To improve the delivery of information to disabled pupils and parents

Target	Action	Timescale	Responsibility	Monitoring
Improving Communication and Information Sharing Availability of documents in alternative formats.	- Large print and audio formats etc as required. - Monitor uptake of documents in alternative formats - Review accessibility of newsletter and letters for parents. - Homework information available as information sheets in alternative formats as appropriate.	Autumn Term/ongoing	Business Manager All Admin staff	Governors
Staff Promoting equality of opportunity for staff	- Continue to monitor data in relation to recruitment, retention and professional development. - Encourage disclosure of disability.	Ongoing	Head Teacher	Governors
To ensure any pupil with hearing impairment has access to all areas of the curriculum	Sound system fitted in each classroom and the hall as needed. Monitored/improved by sensory support service	Ongoing/ Each year classrooms upgraded	SLT / Sensory Support Service	System fitted and being used.
Parents with Hearing impairment	Regular communication with parents in various forms Interpreter provided for parents' eve/reviews	Ongoing	Class teacher SLT	Two-way communication in place.
To ensure all children have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for children.	Ongoing	All staff to be aware	All children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	- Investigate symbol software to support learners with reading difficulties. - Raising awareness of font size and page layouts will support pupils with visual impairments. - Auditing the school library to ensure the availability of large font and easy read texts will improve access.			

	- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.			
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. - Records/Transition document passed up to each class teacher. - End of year class teacher meetings - Annual reviews - EH/EHR meetings - Medical forms updated annually for all children - Significant health problems –children's photos displayed for all staff to see and info kept in separate file – Health Care Plans	Annually	Class teachers SNAs Outside agencies SMT Office staff SLT Admin staff	Each teacher/staff member aware of disabilities of children in their classes
In school record system to be reviewed and improved where necessary. (Records on BROMCOM/network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SLT	Effective communication of information about disabilities throughout school.

Gender Equality Plan

Duties

This plan sets out how Brownlow Fold School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

Action Plan to address the Gender Equality Duty

Areas to be considered for their Gender Equality relevance	Actions	By whom?	Resources & cost	Evidence it has been completed
Employment Issues - Staff Recruitment - CPD/training - Conditions	Be aware of, and adopt, LA policies that have been changed	Governors and Head	Audit who does what, and costs Safe Recruitment and Selection training provided to ensure avoidance of bias/stereotyped assumptions in selection and interviewing procedures	Monitoring of applications carried out by governor appointing (as needed)
Teaching and learning	Ensure all staff understand possible different gender-related learning styles	Head Teacher & SLT	Staff training sessions	Lesson observations comment on a variety of learning styles as identified

				within SIP
Assessment	Ensure all staff understand a range of assessment methods to ensure pupils knowledge, abilities and needs are more accurately assessed	Head Teacher & Assessment subject leader	PPA time	Children of both genders are making required progress
Behaviour, including sexual/gender harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of sexual harassment and bullying are dealt with following the school's agreed procedures. Incidents monitored	Head Teacher PSHE subject leader	PSHE , circle time and other areas of curriculum promote understanding of what constitutes sexist bullying and harassment and helps promote gender equality	Questionnaires from children
Governing body	Ensure equal/proportionate gender representation, including senior positions where possible	Head Teacher	Encourage attendance at training at school for under-represented gender	Governing body to monitor CPD attendance in school from Head Teacher report. Termly
Curriculum	Ensure sexist assumptions and gender stereotypes are discussed and challenged in materials and schemes of work as necessary.	Subject Leaders Staff	Awareness raised at staff briefings Cost: resources purchased by subject leaders/ SBM	A Broad and balanced curriculum is in place.

Partnerships with parents and community	Ensure fathers/male carers can participate as fully as possible in their children's education Ensure that consultation with local community (including faith groups) includes consultation with both female and male community representatives	Head Teacher All Teachers SLT	LPPA	LPPA
SEN	Monitor all elements of SEN register by gender, assess and take any necessary action	SENCO	Management time	Evidence shared at pupil welfare and community committees Pastoral Meetings
Lettings, visitors	Ensure anyone visiting or using the building is aware of & does not breach GE Policy	Site Manager & office manager	n/a	GE Policy upheld