

## **POLICY FOR EMPLOYMENT INCLUDING EQUALITY AND DIVERSITY, DISCLOSURE AND BARRING (DBS) (KCSIE)**

### **GENERAL STATEMENT**

This school is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors.

We oppose all forms of unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, gender re-alignment, marital status, sexual orientation, trade union membership, disability, political views and religious beliefs, perceived or actual, and aim to ensure equal treatment for all.

The Governing body has a commitment to Equal Opportunities and will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

This policy should be read in conjunction with the following policies

- Admissions and Exclusions
- Anti Bullying
- SEND policy
- Safeguarding and Child Protection Policy
- Complaints procedure

We encourage children to value and respect each other by promoting and demonstrating tolerance and empathy for the needs of others.

For pupils requiring specific assistance, Richmond House School will provide:

- An In-school Individual Education Plan (IEP) appropriate to the child, including those in EYFS.
- The Special Educational Coordinator (SENCO) is Mrs Kelly Barnham who has responsibility for EYFS and main school.
- Specific language tuition and translation facilities for the EAL pupils/parents, through SENCO, our own staff or specific external tuition as best suits in individual cases (a charge may be levied for this).
- Classroom support and lunchtime support from staff without additional charge within timetable constraints (Richmond House School reserves the right to charge for 1:1 or specific help).
- Reasonable adjustments will be made and include the provision of specific equipment, eg special grip cutlery, pencils, ramps, grab handles etc.

The Governing body will ensure that no child is discriminated against on account of their protected characteristics. All children have access to the full range of the curriculum. Regulations regarding uniform will be applied equally to boys and girls; if a child's religion affects the school uniform, the school will deal with each case sensitively and with respect to the child's cultural/religious traditions.

All staff are made aware of the school's policy at induction.

When selecting teaching topics/materials due regard must be paid to the sensitivities of all involved; teachers should strive to challenge any negative stereotypical images and lead any discussions in a tactful and positive manner.

## **APPOINTMENT OF STAFF**

The School is the employer of staff. The Governing body delegates this responsibility to the Head Teacher and Bursar, although they will be involved in selection and appointment decisions.

### **The selection of all teaching and non-teaching staff**

Before the selection process, begins, the Head/Bursar should decide the issues below which affect the timing and cost of the process:

- a) Should the appointment be for an indefinite period?
- b) What will the advertisement say about the salary? Before offering more than the minimum prescribed by law, or stating that salary is or may be negotiable, governors should consider how this would accord with the school's pay policy and the direct and indirect consequences for the school budget.
- c) Criteria the role requires.

The Head/Bursar, in conjunction with the governors, is responsible for the drafting of the advertisement, the consideration of applications and the preparation of a shortlist. The governing body may choose to employ a consultant to provide a valuable source of professional advice for the selection of a senior member of staff, eg the Head. However, in this case, the governing body, the Head and the panel should also retain control over how the school is presented to applicants.

The selection panel must feel that the candidate is right for the job that she/he will be called upon to do. The Head/Bursar and the governors need to determine the job in the light of the school's current and prospective circumstances and the requirements of the law. The panel should recognise that the job may need to differ from the one that is done by the outgoing post holder.

### **The selection process has the following main stages**

- Pulling together a selection panel. The panel may consist of members of the MLT (Middle Leadership Team) only. The selection panel will include those who have undergone Safeguarding and Equality and diversity training.
- Setting a timescale and a governors' meeting, if needed. A reasonable short interval between the advertisement and the interview stage will minimise the risk of losing good candidates to other schools.
- Advertising the vacancy; this is arranged by the Head/Bursar via the school office. The advertisement needs to convey the character and ethos of the school, the scope, weight, opportunities and challenges of the job, the salary and, without breaching the law on equal opportunities, the main qualities and experience looked for in the successful applicant; should invite those interested in applying to send for particulars; and should allow reasonable but not overmuch time for applying. It is worth mentioning the date of the interview stage, possibly how the vacancy has arisen and, if it was recent, the date of the last inspection, if appropriate.
- Those responding to the advertisement should be sent a personalised letter, and any documents about the school's aims, objectives, ethos, educational philosophy, organisation, etc, the job description and person specification, the application forms, a request for a letter to accompany any

set application form in which candidates give a curriculum vitae and say why they think they meet the person specification on which the selection will be made. They should also be given an outline of the procedure for candidates called for interview and the name of someone at the school for whom further information is obtainable.

- Consideration of applications with a view to short-listing for interview.
- Interview and related investigations – checking of qualifications, identity, professional references and histories, suitability to work with children.
- Selection and appointment of the successful candidate.

### **Selection techniques**

- Interviews are required by law and should be relevant to the job description and person specification for the post, and must conform to the school policy on equal opportunities.
- A candidate who is applying for a teaching position may be required to teach a "model lesson". In such a case the candidate's lesson will be observed by one or more of the selection panel.

### **Composition of the panel**

- If possible all its members should have experience of selecting staff at the school. If possible, both sexes should be represented on the panel. A governor or teacher with a personal or pecuniary interest in the appointment of a particular applicant should not serve on the panel
- For headship appointments the outgoing Head has no right to attend or advise and should not be appointed to the panel. The panel may need the outgoing Head's help over the supply of factual material eg for the advertisement or the job description, but should not look to her or him for advice.

### **Job Description and Person Specification**

- The job description must conform to the statutory functions of the role, notably the duties set out in the current School Teacher's Pay and Conditions Document.
- It must also indicate the teacher's role, in collaboration with the Head and the rest of the staff in establishing aims, objectives and policies and monitoring their implementation.
- The job description must not contravene the law on equal opportunity and should be accompanied by a statement of the particulars of employment, such as conditions of service (eg hours) and working conditions.
- The person specification, which also must conform to the law on equal opportunities, should flow from the job description. It should list the qualification, experience and qualities required for the post: it should be possible to link each of its requirements to one or more of the items in the job description. Each requirement should be clear and specific enough for the panel and the governing body to be able to assess whether a candidate meets it.
- In preparing both the job description and the person specification, the governing body and the panel should seek advice, as appropriate.

### **Organising the Process**

Before the advertisement is prepared, the panel needs to decide:

The information to be sent to those responding to the advertisement - the arrangements for long and short listing.

- How references will be used
- The information to be obtained from and about the candidates
- The arrangements for interviewing those short listed
- The dates for publishing the advertisement, the closing date for applications, and the dates for long and short listing, taking up references, the interview stage and any governing body's meeting if required to consider the outcome of the panel's work.

## Selecting the Applicants

- The selection panel should decide which applicants are called to the interview stage.
- The panel should shortlist in accordance with the school policies on equality. It should select only those applicants whom it considers likely to meet the essential requirements of the person specification. This rule applies also to internal candidates, all candidates must be treated equally.
- An internal candidate who is not short listed should receive an appropriate explanation.
- As soon as the panel decides that an applicant will definitely not be called for interview, she/he should be told so in a personalised communication from the School.
- Late applications should be considered only in exceptional circumstances.
- A selection grid, summarising the applicant's qualifications, experience, special skills and current responsibilities may be used to summarise and compare the information provided by the applicants.
- References are confidential documents which panel members should not show to those who are not also participating directly in the selection process. The referees must be sent the job description and person specification and asked to answer specific questions. The panel needs to be aware of the importance of what is not said.
- The information provided by the Head about an internal candidate should be treated, as far as possible, like a head's reference for an external candidate.
- When short listed candidates are called for the interview stage, they should be sent an appointment time and a time for any lesson observation, if appropriate. They should be asked to bring evidence of their identity, such as a passport, driving licence, birth certificate with photographic identity; also evidence of current address, eg a utility bill, copies of their professional qualifications. DBS clearance will be sought by Richmond House School prior to appointment and/or the taking up of a post.

## The Interview Stage

The panel should:

- Give the candidates sufficient opportunity to judge whether the job they have applied for is in fact what they want. Give all candidates a sufficient and equal opportunity to display their strengths at each stage in the proceedings in which they take part.
- Have all the evidence about the candidates it needs to judge their suitability.
- Offer all candidates a tour of the school, and applicants must be free to withdraw at any stage.
- Inform candidates of the panel decision as soon as possible, preferably on the same day as the interview or soon after.
- On arrival, the candidates should be taken through the programme in case they have questions about further information or material.
- Check documentation brought in by candidates. If it is found not to be in order the applicant will be invited in, told what is missing and told that, should a position be offered, it will be dependent upon the relevant documents being produced in the time allocated.

## The Formal Interview

The panel should decide the main questions to be put in advance, by whom and in what order, avoiding anything discriminatory. The line of questioning and the length of the interview should be substantially the same for each candidate, but the interview also enables the panel to clarify points relating to particular candidates.

Immediately before the interviews, members of the panel should:

- Look through the information previously obtained from and about the candidates to be interviewed, including any selection grid or notes compiled for short-listing.
- Review the further information about these candidates obtained during the process to date, including the results of the tests or any other events and the reported impressions of the staff and, where appropriate, the pupils.
- Check which, if any, of the candidates are exercising their right to withdraw at any stage.

The panel should be introduced to the candidate.

At the end, it should be stated when the decision will be made, if the Governing body is subsequently involved, and ask whether, following the interview, the candidate would accept the appointment if it were offered.

It is up to the panel/chair (usually Head or Bursar) to regulate the pace and duration of the interview, and to intervene if the questioning threatens to become irrelevant, inappropriate or improper, eg to breach the policy on equal opportunities.

Notes to remember:

- The interview should take place in a quiet room, the seating should enable the candidate to see all the interviewers and vice versa, ideally on equal height chairs and without tables between the panel and the candidate. It helps to provide the candidate with somewhere to put papers and a glass of water, and for the panel to take notes unobtrusively.
- Questions should be clearly expressed. Phrasing questions so that a fuller answer is expected gives candidates a better chance to put across their thoughts and to display their personality
- Questions should be courteous but probing; candidates should be asked to explain, amplify or justify answers which are superficial, bland or incomplete.
- Candidates should be made to feel that any concern they express is taken seriously.
- The successful applicant's salary should be clarified in line with previous information to avoid any later difficulties.

Before the interview ends each candidate must be told the following checks will be made **before the appointment is finally confirmed**;

- (a) DBS check.
- (b) Permission to work in the UK (if appropriate).
- (c) Any gaps in employment, as identified on the application form are required to be explained and a record will be kept that gaps are satisfactory.
- (d) Previous employers may be contacted. Character and professional references will be checked.
- (e) Qualifications will be checked if they are relevant to the post.
- (f) KCSIE, disqualification by association, if applicable.

### **The Panel's Decision**

- To ensure equal treatment for all candidates, the panel should evaluate them in a single discussion at the end of the interviews.
- Each candidate should be considered separately. The evaluation should relate to the person specification. It should be based solely on the information gained during the selection process
- The panel needs to consider how far the candidates' strengths are genuine or merely displayed for the occasion, how quickly their weaknesses might be corrected by experience in the post and in service training, and whether they have potential which is likely to be developed in the post.

- The choice should be based on the candidates' suitability as a whole, bearing in mind their likely potential for development.
- The panel should try hard to reach a decision acceptable to all its members. No member of adviser should dominate the discussion.
- The panel's decision must be that of the majority of its members. This should be done as soon as possible after the interview, ideally the same day.

### **Following up the Panel's Decision**

- It is best if the candidates leave the school immediately after their final interview and are told the result individually. Written confirmation to follow with an offer.
- The results should be conveyed by the Head/Bursar.

The successful candidate is required to have a DBS check. If the check reveals that the candidate has been cautioned, then the Head/Bursar should seek advice from the School's legal adviser and the Chairman of Governors before continuing with the appointment process.

Once appointed, details will be entered on the School's Central Register.

### **Volunteers**

Volunteers will be subject to DBS if the activity is of a regular nature.

### **SUPPLY STAFF**

Before supply staff from any agency/business begin, there should be written notice of

- The checks for identity, barred list/99, prohibition orders, qualifications, overseas check and right to work in the UK (if appropriate)
- DBS is in place, any disclosed information was found, any information relating to the Police Act 1997 was found
- A copy of the DBS should be obtained
- Supply staff documents should have been obtained not more than 3 months before the staff are appointed to the school if they have had a break in service.
- Before beginning work, the supply staff should be the subject of an identity check by the school, irrespective of any agency check.
- The contract between the school and the agency requires, in writing, the agency to provide notification of DBS checks and a copy of any certificate that contains any disclosed information.

### **DISCLOSURE AND BARRING (DBS)**

All applicants for posts are subject to appropriate DBS checks. Having a criminal record will not necessarily bar a candidate from a position. All documents pertaining to DBS are held as per the Code of Practice separate from personnel documents and confidentially.

Candidates for posts within the school will be made aware of the requirement to undergo background checks and that Richmond House School makes Child Protection a matter of priority in the school.

DBS has to be obtained for all appointments to the School's workforce for those who have been out of the workforce for more than three months. Information relating to date of clearance, job, etc is kept as per the requirements of the Central Register.

Counter signatory is sought via Bradford Grammar School, acting as an umbrella body on behalf of Richmond House School.

We ensure that all advertising, recruitment, selection, employment, promotion and training systems are fair to all. To ensure this policy is operating effectively, the School maintains records of employees' and applicants' racial origins, gender and disability through the use of an Equal Opportunity Monitoring Form.

If a teacher has been dismissed, or would have been dismissed if they had not resigned, for 'unacceptable professional conduct' or conviction of a relevant offence, a referral may be made to the DBS and we may consider a referral to the National College for Teaching and Leadership (NCTL).

## **MAIN EQUALITY AREAS**

We regard as racism any attitude or use of hostile language based on individual membership or presumed membership of a racial or religious group, held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile towards the individual or group. We also consider racism to be behaviour, acts or expressions that reflect such attitudes; or any incitement to behaviour of that kind.

Unacceptable behaviour would be, for example:

- a) physical assault against a person or group because of membership or presumed membership of a group;
- b) verbal abuse, derogatory name-calling, insults, threats and racist jokes;
- c) racist graffiti;
- d) issuing/wearing of racist materials, e.g. leaflets, magazines, insignia;
- e) inciting others to behave in a racist manner;
- f) making racist comments or suggestions in the course of discussions or lessons;
- g) refusing to co-operate with other pupils because of colour or ethnic origins.
- h) any reference to (negative) stereotypes.

### **Gender**

We consider sexism to be any attitude held by a person or group of one sex towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group. We consider sexual harassment to be behaviour, acts or expressions that reflect such attitudes; or an incitement to behaviour of that kind.

Sexual harassment would be, for example:

- a) physical abuse against a person or group because of their gender;
- b) verbal abuse, intimidation, insults, threats;
- c) using lewd or suggestive vocabulary to cause offence or humiliation;
- d) reference to an individual's or group's sexuality;
- e) making sexist comments or suggestions in the course of discussion in lessons;
- f) refusing to co-operate with other pupils because of their gender.

### **Disability**

We regard as unacceptable attitudes held by a person or group towards an individual with disability which are offensive, discriminatory or hostile towards the individual. We regard as unacceptable behaviour acts or expressions which reflect such attitudes; or any incitement to make others adopt such attitudes.

Examples of unacceptable behaviour would be:

- a) physical assault against an individual because of his/her disability;
- b) verbal abuse, intimidation, insults, threats;
- c) reference to an individual's disability inside or outside lessons;
- d) refusing to co-operate with an individual because of his/her disability.

See Appendix 1 for full details of staff appointments with regard to Equal Opportunity, direct and indirect discrimination.

#### **DEALING WITH ANY ACCIDENT OR DISCRIMINATION OR HARASSMENT**

- Any such incident must be reported to the Headteacher, Deputy Head or Bursar. Complainants may wish to use the processes in the School's Complaints Procedures.
- The Head and another senior member of staff will interview, the individual or group suspected of involvement. Written statements will be taken.
- Parents/guardians of all pupils involved in the incident will be informed.
- Victims of harassment/discrimination will receive appropriate support and counselling.

#### **Sanctions**

(See the Complaints Procedure)

If a person/group is found guilty (by word or action) of discrimination or harassment, then the school will apply an appropriate sanction which will be recorded in the appropriate personal file. Appropriate members of staff will be informed.

Appropriate sanctions, in extreme cases, are as follows:

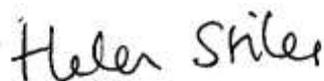
- Interviewed, in parental presence in case of a pupil.
- Repeat offenders will be suspended or expelled at the Governors' discretion

#### **Training**

The Head Teacher will ensure that appropriate training will undertaken by all members of staff (teaching and non-teaching) and governors to ensure that they are kept fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race, gender or disability, DBS requirements and Child Protection.

Policy Date: January 2017

Review Date: September 2017



Signed Headteacher

Signed (Chair of Governors)

#### Associated Policies

Admissions and Exclusions Policy

## **APPENDIX 1**

### **Equal Opportunities**

The Equal Pay Act requires equal pay for men and women employed on like work, work rated as equivalent or work of equal value.

The governing body must, under the Disability Discrimination Act, treat disabled applicants no less favourably than other applicants, unless their disability is material to the post in question and so substantial that "reasonable adjustments" to enable the applicant to perform the duties of the post are not practicable. It may be difficult to determine what constitutes as substantial material disability and/or a reasonable adjustment in relation to, say, the effective operation of the school or the cost to the effective operation of the school or the cost to the school budget, and in all doubtful or complex cases governors should consult take legal advice.

Richmond House School is an equal opportunities employer.

In order to promote an environment within which the school can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability(together known as "Protected Characteristics").

To this end, we shall regularly review the operation of our recruitment, promotion, training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who as a Protected Characteristic, in particular but not only, in relation to:-

- Recruitment and selection.
- Promotion, transfer and training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work
- Procedures ensure fair and equitable treatment in relation to admission and assessment of students.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

## Appendix 2

### Disability Equality Scheme

(This runs from 1 April 2015 to 31 March 2018)

#### About the school – ethos, admissions, values, access

At Richmond House School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services to the school.

The School aims to develop a culture of inclusion and diversity in which people feel free to disclose their disability and participate as fully as possible in school life. On approaching the school, Richmond House would hope any prospective parent/guardian would be open to enable free discussion in order that the school can reasonably evaluate what adjustments RHS may need to make and take such advice as it deems appropriate.

Our admission policy is non selective on entry, but the school must feel sure that it would be able to develop the potential of any prospective pupil. It must feel that a prospective pupil will have a happy and successful school career and emerge confident and well educated, as a minimum, broadly in line with the standard achieved by his/her peers.

The achievement of disabled pupils is monitored (See SENCO and Inclusion policy) and the school will make reasonable adjustments so as not to disadvantage a pupil because of his/her disability.

Richmond House School location and site is problematic being a Victorian building. The building is approached via slopes, steps and the classrooms are located on many floors, with no lifts installed. Some teaching is classroom based and some in specifically equipped rooms in outlying buildings/classrooms. This does require the pupils to move through the building on a regular basis. Some pupils with certain disabilities may be at a disadvantage but it is cost, space and site prohibitive to make some adjustments, e.g. lifts.

The governors will review this policy on a regular basis in line with the disability action plan in order to make the school as accessible as practicable.

#### Definition of a Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'.

This ability to carry out normal day to day activities relates to one or more of the following areas:

Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The DDA has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised'; although the person must still demonstrate a long-term and substantial adverse effect on their ability to carry out normal day to day activities.

In accordance with Disability Equality in Education (DEE) Richmond House School recognises all pupils with special educational needs, including those children with an Education, Health and Care Plan (EHC Plan). We

also recognise those with long-term medical needs as being treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long term impairments, which have a significant impact on their day to day activities.

Consideration will be given to specific individual cases and provision may fall under other policy areas. Reference may need to be made to Mental Health and Behaviour in Schools (2015) and Counselling in Schools: a blueprint for the future (March 2015).

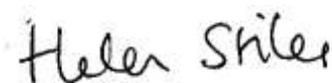
#### Accessibility Plan.

The accessibility plan works towards an efficient, cost effective and practical way of improving facilities, services and opportunities for the inclusion of those with disabilities. The following areas covering accessibility, inclusion and communication are considered reviewed and actioned.

- Admissions: Review admissions policy to ensure full information is obtained to assess the prospective pupil and consider any reasonable adjustments which could be made.
- Physical layout: Sensible adjustments within the confines of the building will be made, eg hand rails, lowering of light switches, ramps, toilet facilities in pavilion etc. However, the age and configuration of the building will make this problematic. The school will take account of the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour scheme and more accessible facilities and fittings.
- Curriculum/education: Gym, pavilion and sporting facilities (including toilets) are accessible for wheelchairs. Other adjustments have been and continue to be made regarding class locations to ensure children and staff, if required, are on ground floors and/or close to appropriate toilet facilities. This does impact on the other year groups – mainly an issue in upper school.
- SEND: A child's IEP or EHP is reviewed termly by the class teacher and SENCO with a full review on an annual basis by the SENCO in line with the recommendations in the Code of Practice and any relevant local bodies and parents.
- Information provision: All steps will be taken which are appropriate to the needs of the pupils, staff or others providing services to provide information in the best format. Where available and within budgetary constraints or chargeable, external services could be engaged to assist in providing information in different formats.

Welfare: The school does not tolerate discrimination or bullying. See pastoral and anti-bullying policies. Staff training is provided, where required, specific to pupils with special needs or disabilities, e.g. lifting.

Policy Date: January 2017



Signed Headteacher



Signed (Chair of Governors)

**Appendix 3 Accessibility Plan**  
**RICHMOND HOUSE SCHOOL**  
**Disability Equality Scheme Action Plan 2015 – 2018**

<b>Target</b>	<b>Task</b>	<b>Achieved / Specific comments</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
<b>Accessibility:</b> To ensure greater accessibility of parts of school to all users	<ul style="list-style-type: none"> <li>➤ On any refurbishment / upgrades / new school consider disability access including access, lighting, acoustics, colour, facilities and fittings</li> <li>➤ Car park – continue to review accessibility</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sensor lighting programme commenced. Ongoing</li> <li>➤ Car park – disabled spaces plus new disabled space at back of school building</li> </ul>	2015-2018  Summer 2015	Revenue /Capital s.t. approval	SMT / Govs	Govs
<b>Accessibility:</b> Ensure all stairs are as 'child friendly' as possible.	<ul style="list-style-type: none"> <li>➤ All hand rails have been completed – including front steps to Upper School.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extension to both sides of lower floor near ICT1 - 2012</li> </ul>	Annual review	Time	H&S C'ee	SMT
<b>Accessibility:</b> Health and safety issues re fire evacuation to be in place	<ul style="list-style-type: none"> <li>➤ Specific fire evacuation plan in place for disabled pupils as required</li> </ul>			Time – SENCO	SENCO	SMT
<b>Communication:</b> To review all external	<ul style="list-style-type: none"> <li>➤ Prospectus. To review content for specific references to catering</li> </ul>	Reviewed for current prospectus.	Completed. Review next reprint	Revenue funding Time -	SMT	Govs

<b>Target</b>	<b>Task</b>	<b>Achieved / Specific comments</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
communication to parents / prospective parents	for special needs and disabilities / equal opportunities where possible / practicable			Office/SMT		
<b>Inclusion:</b> Ensure all recruitment practices are fair	<ul style="list-style-type: none"> <li>➤ Equal opportunities policy in place</li> <li>➤ Policy for employment including equality and diversity</li> <li>➤ Application form reviewed and accessible via e mail, hard copy as required.</li> <li>➤ Admission policy in place to ensure there is sufficient information provided e.g. form detailing the nature of any disability in order to consider the necessary adjustments</li> </ul>	<p>Reviewed annually</p> <p>Reviewed annually</p> <p>Reviewed annually</p>	Review annually in H&S meeting	Time	SMT	Govs
<b>Accessibility:</b> Increase extent to which disabled pupils are able to move about school and partake in activities (Per IEP or EHC plan)	<ul style="list-style-type: none"> <li>➤ Continue to review specific needs via IEP or EHC plan for each child</li> </ul>	On pupil specific basis	Ongoing	As required	SENCO	SMT
<b>Inclusion:</b>	<ul style="list-style-type: none"> <li>➤ This is specific to each</li> </ul>	Put in place for each child as	Reviewed	Time /	SENCO	SMT

<b>Target</b>	<b>Task</b>	<b>Achieved / Specific comments</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Ensure disabled pupils are able to access all areas of the curriculum	child to ensure inclusion.	required. For example carer support to assist movement around school, classroom locations considered to accommodate physical disabilities  Travel off site specific to child's needs	per child needs	resources / staff		
<b>Inclusion:</b> Ensure understanding of disabled pupils needs / potential issues	<ul style="list-style-type: none"> <li>➤ Review PSHE policy to ensure inclusion / discussion of disabilities e.g. circle time</li> <li>➤ Anti bullying policy reviewed and in place.</li> </ul>	<p>Reviewed annually</p> <p>Reviewed annually</p>	<p>Annual</p> <p>Annual</p>	<p>Time – PSHE Co-ordinator</p> <p>Time – PSHE Co-ordinator/ Deputy Head</p>	<p>PSHE Co-ordinator</p> <p>PSHE Co-ordinator Deputy Head</p>	<p>SMT / Govs</p>