



# **SINGLE EQUALITIES POLICY**

## **With Equality Objectives**

### **2023-2024**

Last Updated	November 2023
Approved by the Governing Body	Autumn Term 2023
Date to Review	2024-25

## **Background**

The requirements of the Equality Act have been introduced incrementally since October 2010. The main purpose of the legislation is to bring together all existing equalities legislation.

The 2010 Act imposes equality duties in respect of each of the equality strands (now referred to as protected characteristics).

The protected characteristics are:

- Age
- Sex (Gender at birth)
- Disability
- Gender re-assignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions into one Act and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief.

The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. The existing duty to promote good race relations has been replaced with a generic one to promote good relations.

The Equality Act also introduced the Public Sector Equality Duty (PSED) which imposed certain duties on public sector organisations, including schools.

Broughton High School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

## **1. Aims of the policy**

The policy outlines the commitment of the staff, pupils and governors of Broughton High School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people fairly and creating a school where everyone has the opportunity to experience the joy of success and fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. Our aim is to create a supportive and challenging environment in which every individual can aspire, enjoy and achieve together. Within our school culture we believe that:

- Mutual respect must prevail
- A broad, balanced and relevant curriculum is necessary
- Success should be recognised and celebrated
- There should be collaboration and teamwork at every level

## 2. School in Context

Broughton is a diverse learning community, which is representative of the area. There are 429 girls and 484 boys on roll, 913 in total (September 2023). Different ethnic backgrounds are represented in the number of pupils on roll.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Any other Asian background	0	1	2	5	2	10
Any other Black background	2	0	1	0	0	3
Any other White background	4	5	0	2	3	14
Any other ethnic group	1	1	2	2	3	9
Any other mixed background	5	1	1	1	8	16
Bangladeshi	0	0	1	0	0	1
Black - African	2	1	1	2	1	7
Chinese	2	2	1	2	0	7
Indian	16	13	8	19	11	67
Information Not Yet Obtained	1	5	1	1	4	12
Pakistani	9	9	10	9	8	45
White - British	132	141	154	125	134	686
White and Asian	2	5	3	2	2	14
White and Black African	2	1	0	1	1	5
White and Black Caribbean	2	1	2	9	2	16
{None}	1	0	0	0	0	1
<b>Total</b>	<b>181</b>	<b>186</b>	<b>187</b>	<b>180</b>	<b>179</b>	<b>913</b>

There are 55 pupils who have English as an additional language.

There is one pupil with a known physical disability on roll, 3 pupils with hearing impairments and 1 pupil with a visual impairment.

The school is physically accessible. Adjustments have been made including the provision of disabled toilets and the installation of a lift in the i-Centre.

Children Looked After: 9 (September 2023)

Different ethnic backgrounds are represented on the school staff and governing body.

<b>Ethnic Category</b>	
Asian or Asian British, Any other background	1
Asian or Asian British Indian	5
Asian or Asian British Pakistani	1
White Irish	2
White British	111
White Any other white background	2

### **3 Ethos and Atmosphere**

At Broughton High School, the leadership of the school community will demonstrate mutual respect with all members of the school community. There is an openness of atmosphere which welcomes everyone to the school.

All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All pupils are expected to greet visitors to the school with friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Provision is made to cater for the spiritual, moral, social and cultural (SMSC) needs of all the children through planning of assemblies, classroom and out of class enrichment activities.

### **4. Role and Responsibilities**

**Our governing body** will ensure that the school complies with statutory requirements in respect of this policy and action plan. The governing body will:

- Ensure that the equality information and objectives as set out in this the Single Equalities Plan are published to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The Headteacher** is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.

**Broughton staff** will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all **visitors** to the school adhere to our commitment to equality.

## **5. Legislation and Guidance**

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

## **6. Eliminating discrimination**

At Broughton, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **7. Monitoring and Review**

Broughton High School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/pupils:

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. Depending on the needs of the pupils, resources are allocated or adapted appropriately.

The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Broughton High School is also committed to providing a **working environment** free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

As part of the recruitment process we collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors including applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews. All such information is treated in the strictest of confidence.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan Joanne Harris & Steve Bailey.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

## **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity

- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school will place a very high priority on the provision for special educational needs and disability.
- The school will provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods and adaptive teaching strategies are to be used throughout the school to ensure that effective learning takes place for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

### **Curriculum**

At Broughton High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by considering their cultural, backgrounds and linguistic needs
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

The provision of good quality resources and materials within Broughton High School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

### **Language**

We recognise that it is important at Broughton High School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document

- Creates the conditions for all people to develop their self-esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. visiting speakers, coach drivers). We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

### **Provision for Bi-lingual Pupils**

We undertake at Broughton High School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

### **Personal Development and Pastoral Guidance**

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We recognise that perpetrators may also be victims and require support. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at all key stages where possible. We encourage the career development and aspirations of all school staff. It is our policy to provide staff with training and CPD, which will increase awareness of the needs of different groups of pupils and enable them to confidently carry out their roles and responsibilities in relation to equality.

Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

There are instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.



## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential. All parents/carers are encouraged to participate in the full life of the school.

## **8 Commissioning and Procurement**

Broughton High School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## **9 The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale. **See appendix 1**

## **10 Publicising the Policy and Plan**

This Equalities Policy is available on the school website. An electronic copy has also been distributed to all existing and new members of staff.

## **11 Annual Review of Progress**

We will report annually on the progress and performance in respect of ethnicity, disability and gender issues as part of the summer Term Headteacher's report to Governors. This will meet the requirements of the latest legislation and any key point will be incorporated into the following year's school improvement plan.

## **12 Equality Impact Analysis**

We shall endeavour to undertake an Equality Impact Analysis (EIA) at relevant points. This is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we will analyse all of our work to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services. This will be achieved through routine monitoring and ensuring all relevant leaders/staff make suitable reference to this Single Equalities Policy.

## **Appendix 1 Setting Objectives**

### **Specific duties - Information and objectives**

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. Objectives have to be prepared and published every four years.

## Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

## Disability

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

## Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sexual identity.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

## Broughton High School Objectives and Action Plan

### Equality Objectives:

- To increase awareness and understanding of equality in all aspects of school life.
- To promote positive mental health through high quality CPSHE, strong pastoral provision and excellent links with families.
- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support /intervention for pupils.

### Action Plan to ensure that equalities objectives are met

#### Equality Objective 1

To increase awareness and understanding of equality in all aspects of school life. Focus for 2021-24 – **Curriculum reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity**

#### Impact/success criteria/outcomes

Whole school curriculum acknowledges equality and diversity- protected characteristics.

#### Monitoring/evaluation/recording

- Curriculum plans
- Work scrutiny
- Lesson drop-ins

#### Tasks/Actions

- Raise awareness with staff of equality and diversity, protected characteristics in CPD programme.
- Curriculum audit as direct action of CPD.
- Provide regular reminders/updates on specific aspects of diversity on staff bulletin half-termly.
- Ensure work scrutiny foci includes use of resources reflecting different culture/ethnic backgrounds.
- Complete strand of the Lancashire Equality Mark: race equality.

#### Impact/Success Criteria/Outcomes

- Staff aware of protected characteristics through CPD.
- Extensive work on curriculum development has acknowledged protected characteristics, use of resources reflect different cultures, ethnic backgrounds.
- Work scrutiny saw evidence of resources used to support above.
- Race equality mark achieved.

#### Monitoring/evaluation/recording

#### Actions taken so far (as of Oct. 2023)

- Training delivered to all staff on protected characteristics. All departments have produced an audit of how these are currently addressed through curriculum, teaching and learning and the learning environment – and how this could be further developed.
- JRH and LW have attended Lancashire Equality Mark meetings.
- Race and Religion equality mark achieved in Summer '23. The next two badges will be worked towards in the 23-24. These will be equality based on sex, gender and sexual orientation.
- External recognition through the Equality Mark process so far of how equality and diversity has promoted DEI at a whole school level.
- This was evident in the appraisal process for the Lancashire Equality Mark. Displays around school and the way our pupils interacted with one another evidenced our commitment to diversity, equality and inclusion.
- Year 8 drop down day in June celebrated the theme of Celebrating Diversity with a range of workshops. Our work was shared at the Preston Mela.
- Equality leaders group promoted by Liz Wallace as part of the Y8 drop down day. This will create a pupil group to support our work towards completing the equality mark.
- Pupil voice group on Equality and diversity established.

**Equality Objective 2**

To promote positive mental health through high quality CPSHE, strong pastoral provision and excellent links with families. Focus for 2021-24 – **Gathering views of pupils, staff and families regarding mental health.**

**Impact/success criteria/outcomes**

CPSHE curriculum provides wide range of opportunities relating to the promotion and development of positive mental health. All children, regardless of age, gender, disability, race or sexual orientation are supported.

**Monitoring/evaluation/recording**

- Pupil Voice focus groups evidence.
- CPSHE curriculum plan.

**Tasks/Actions**

- CPSHE curriculum check – acknowledges protected characteristics.
- Pass questionnaire/follow up. Pupil Voice focus groups.
- Member of staff 'Champion' linked to each focus group, for example, VB – Mental Health Champion, SL – LGBT Champion.
- Parent questionnaire.
- Staff questionnaire.
- Pastoral team log welfare contacts on CPOMS.
- Monitor reasons for referrals to school counsellor.

**Impact/Success Criteria/Outcomes**

- All tasks actions completed.
- Mental health higher profile in school, where to go for help, assemblies, noticeboards, online.
- Use of monitoring systems restructured to ensure clear reporting logs for pupils with mental health needs.
- Area for development in CPSHE curriculum is to update SOW to be specific in reference to protected characteristics.

**Actions taken so far (as of Oct. 2023)**

- CPSHE curriculum continues to be reviewed and updated to ensure that it is engaging and relevant.
- Assemblies have been delivered on Mental Health to all pupils in 22-23, and it is embedded into the CPSHE curriculum for each year group in an age-appropriate way.
- Profile of where to go for help raised – including sign posting to support in all CPSHE lessons and displayed around school. This is also on school website and included in newsletters to inform parents.
- CPOMS used by staff to log mental health concerns.
- Sessions on mental health delivered as part of the drop down mornings by Collette Law (school counsellor).
- Pupil voice group on mental health established.

**Equality Objective 3**

To regularly monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that requires additional support/intervention for pupils. Focus for 2021-24 – **curriculum is accessible to all.**

**Impact/success criteria/outcomes**

All pupils have access to the curriculum. All pupils- regardless of race, gender, disability are supported in their learning.

**Monitoring/evaluation/recording**

- Data analysis – SISRA
- School tracking systems
- Work scrutiny
- Lesson drop-ins

<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>• Ensure curriculum is relevant and accessible to all pupils.</li> <li>• Build and extend programme of events, trips and visitors.</li> <li>• Staff to receive appropriate training to support pupils with additional needs.</li> <li>• Train staff in the use of gender-neutral language.</li> <li>• Ensure physical environment meets the needs of all pupils.</li> <li>• Analysis of pupil data to identify progress of all pupils, including groups such as disadvantaged, SEND, race and gender.</li> </ul>	
<b>Impact/Success Criteria/Outcomes</b>	<b>Monitoring/evaluation/recording</b>
<ul style="list-style-type: none"> <li>• Tasks/actions completed.</li> <li>• Further staff training planned as part of CPD programme for teaching pupils with SEND</li> </ul>	
<b>Actions taken so far (as of Oct 2023)</b> <ul style="list-style-type: none"> <li>• All staff received training from Paul Dyson Knight last year regarding teaching of SEND.</li> <li>• Further training delivered by Helen Hardman from Jan 2023</li> <li>• Routine reminders to all staff to ensure that they have read pupil passports on synergy.</li> <li>• Discussions around relevance and accessibility of the curriculum are ongoing and feature in line management meetings. This year, this focus has extended to homework provision and support.</li> <li>• Pupil data is analysed following review point and discussions held in departments about pupil progress, including progress of groups. Time has been allocated for this in the 23-24 CPD schedule.</li> <li>• There has been a shift in focus of assessment – there is clarity about assessment being used to inform teaching. The curriculum, including how it is delivered, is reviewed and adapted as a consequence of the information we gather from assessment. Teaching is adaptive to the specific needs of individual pupils.</li> <li>• There have been a range of events, trips and visiting speakers in school over the course of this academic year. Because of the varying range and type of activities, these were available to all pupils.</li> </ul>	