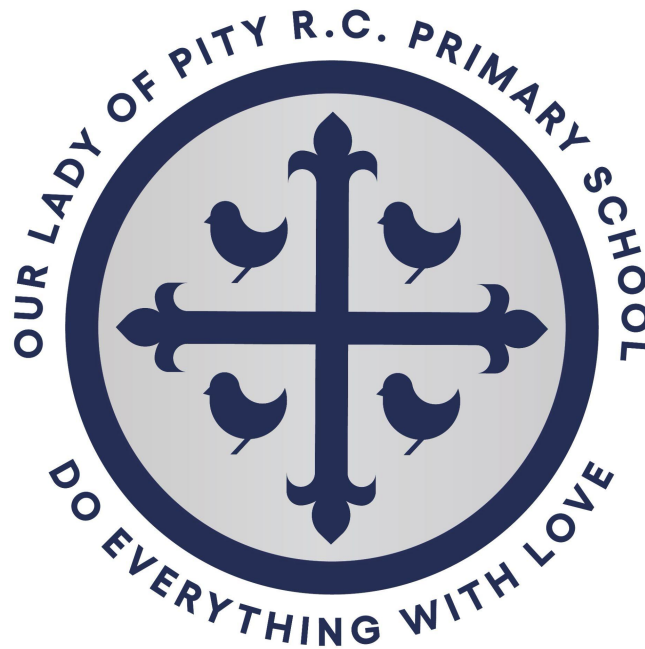


Equality, Diversity and Inclusion Policy



**Our Lady of Pity RC Primary School
A Voluntary Academy**

**September 2023
Review date: September 2024**

Statement of Intent – Promoting Diversity in the Church School Workforce

In the Gospel according to Mark, Jesus Christ bestows upon his followers two unassailable truths:

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” The second is this: “Love your neighbour as yourself.” There is no commandment greater than these.’ (Mark 12:30-31)

Christ did not give any exceptions for this love of our neighbour, therefore any kind of prejudice or discriminatory behaviour is incompatible with our faith.

We recognise that certain groups in society have been disadvantaged because of discrimination they have faced. Despite progress, unfortunately prejudice still exists today both explicitly and implicitly, and many still face discrimination due to their religion, race, sex, disability, gender, marital status, sexual orientation or age.

Our collective Church teachings on human dignity and dignity in work give us a very clear instruction that our communities must not only stamp out prejudice wherever we find it, but take positive steps to building a more equal society.

As the providers of a third of all schools in England we know the invaluable contribution school staff make in shaping the attitudes of generations of children. Therefore, Church schools must be positive working environments where all pupils and staff can flourish free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.

As the ecumenical bodies supporting Church schools in England we commit to:

- Promoting understanding of all protected characteristics¹ in Church schools
- Promoting best practice in staff recruitment, retention and development
- Ensuring that all national employment policies and procedures benefit all employees and potential employees regardless of any protected characteristic²
- Regular research and monitoring to identify any inequalities and barriers that potentially exist
- Ensuring any guidance on governance matters promotes diversity and equal opportunities
- Working with representative organisations and other faith groups to foster community cohesion

October 2020

¹ As outlined in the Equalities Act 2010.

² As above

1 - CONTEXT

1.1 Responsibility for Equality cannot be delegated and all staff of HFCMAT must exercise due regard in their day to day operations. The Trust's commitment to the identification and removal of barriers to success for all is based on the following core values and ethos expressed in our vision statement which can be viewed on our website – www.hfcmat.com

1.2 The Equality Act 2010 (which came into force on April 5th 2011) has replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public service. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas.

1.3 Equality of opportunity at HFCMAT is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents, directors and local community members.

1.4 The Accessibility Plan is fully consistent with the school's SEN policies and SEN legislation. It should also be applied consistently within other school and Trust policies.

Public Sector Equality Duty (PSED)

1.5 The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

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

1.6 The specific duties of the PSED states that academies are required to:

- Publish information to demonstrate compliance with the PSED annually.
- Prepare and publish equality objectives at least every four years.

2 AIMS

2.1 We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- a) creating an ethos in which pupils and staff feel valued and secure;

- b) building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- c) having consistent expectations of the pupils and their learning;
- d) removing or minimising barriers to learning, so that all pupils can achieve;
- e) ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- f) actively tackling discrimination and promoting equality through our curriculum;
- g) making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- h) ensuring school resources reflect society as a whole;
- i) having clear procedures for dealing with discriminatory incidents and that these are understood by all; and
- j) ensuring all pupils develop mutual respect through our school's ethos, teachings and adult example.

2.2 These aims are designed to ensure that our schools meet their own needs and those of their communities, taking account the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnerships and gender reassignment. The philosophy of HFCMAT is based on inclusive principles which strive to promote equality. Equality of opportunity at HFCMAT is about providing equal access and excellence for all in order to promote the highest possible standards of achievement.

3 RESPONSIBILITIES

3.1 The Trust is responsible for:

- Ensuring every school within the Trust complies with equality-related legislation.
- Ensuring the policy and its procedures are implemented.
- Ensuring all other school policies promote equality.
- Giving due regard to the Public Sector Equality Duty when making decisions.

3.2 The Headteacher is responsible for:

- Implementing the policy and its related procedures.
- Making all staff aware of their responsibilities and providing training as appropriate to enable them to effectively deliver this policy.
- Taking appropriate action in any case of actual or potential discrimination.
- Ensuring that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.
- Ensure that all staff and students are aware of the process for reporting and following up bullying and prejudice-related incidents.

3.3 All staff are responsible for:

- Enacting this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Dealing with bullying and discriminatory incidents, and knowing how to identify and challenge prejudice and stereotyping.
- Promoting equality and good relations and not discriminating on any grounds.
- Attending such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.

4. FORMS OF DISCRIMINATION

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, rejecting an applicant on the grounds of their race because they would not “fit in” would be direct discrimination.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

5 LEADERSHIP AND MANAGEMENT

5.1 School and Trust policies reflect a commitment to equality.

5.2 Governing bodies and school leadership teams set a clear ethos that reflect our school's commitment to equality for all members of the school community.

5.3 OLOP and the Trust promote positive approaches to valuing and respecting diversity.

5.4 The school leadership team will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

5.5 Directors, Governors and Staff contribute to policy documents. Parents can request to see policies and have their views noted. Regular feedback is obtained from a range of stakeholders including:

- School councils, PSHE lessons and student voice surveys;
- Staff surveys, meetings and INSET

- EHCP, IHCP and regular SEND review meetings
- PTA, parents' evenings and meetings
- Governing body meetings

6 STAFFING, RECRUITMENT AND PROFESSIONAL DEVELOPMENT

6.1 Our Lady of Pity adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and guidelines.

6.2 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.

6.3 Equality policy and practice will be covered in all staff inductions.

6.4 All temporary staff are made aware of equality policy and practice.

6.5 Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

6.6 Staff training needs and associated development opportunities will be identified through regular staff appraisals, in line with the school's Teacher Appraisal Policy and Support Staff Performance Management Policy. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made based on merit. The trust will adopt good practice in terms of data collection and use this data to monitor and measure the attraction, recruitment, retention and progression of staff.

7 CURRICULUM

7.1 Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of all pupils.

7.2 Our Lady of Pity monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

7.3 Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

7.4 Teachers ensure that the classroom is an inclusive environment.

8. DISABILITY & DISCRIMINATION

8.1 The school will encourage staff who are disabled or become disabled to inform the headteacher or their line manager about their condition so that the school can support them as appropriate.

8.2 Staff experiencing difficulties at work because of their disability (physical or otherwise) may wish to contact their line manager or Operations Manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager or HR may wish to consult with the staff member and a medical adviser about possible adjustments.

8.3 The governing board will monitor the physical environment of the school premises to consider whether certain features place physically disabled staff, job applicants, service users, or other stakeholders at a substantial disadvantage compared to others. Where reasonable, the school will take steps to improve access for disabled staff and service users.

9 BREACHES

9.1 If a member of staff believes that they may have been discriminated against, they will be encouraged to raise the matter through the school's Grievance Policy. If they believe that they may have been subject to harassment, they will be encouraged to raise the matter with their line manager.

9.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Policy and Procedure.

9.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school takes a strict approach to serious breaches of this policy.

10 MONITORING AND REVIEW

10.1 The Equality Information Advice and Guidance Policy will be reviewed every 2 years.

10.2 Progress towards the Action Plan will be reviewed as part of each school's annual evaluation of its Improvement Plan.

10.3 The results of that evaluation will be reported to the Governors' via the Head's report.

10.4 Evidence for the evaluation will include: actions taken; resources deployed; scrutiny of school communication systems; lesson observations; and a judgement of the impact on teaching and learning. Student/parent/staff and governor voice will be employed as appropriate.

10.5 Each school's plan is coordinated by the SLT, although other lead staff are identified in the plan.

10.6 School-specific Contextual Notes or Procedures are located on our individual school websites.

Annexe A

EQUALITY OBJECTIVES

Every 2 years Our Lady of Pity will set specific equality targets to improve the provision set out within this policy.

Equality Objectives action plan

Single Equalities Scheme 2023-2025

Disabilities Equalities Scheme				
Key Improvement Priority: To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site. Lead person accountable for the plan: Nicola McShane		Years: 2023-2025	Finance Plan: 3K approx. Budget allocated to ensure that resources are up to date and that they reflect and promote diversity and equality.	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> ● All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders' views have been considered within this plan. ● The school has an aspirational curriculum in which leaders have improved general provision and not just an increase in additional provision. ● Impact is tracked and is rigorously measured and is quantifiable: All pupil gains are in-line with some that are exceeding for this pupil group; school is using the national data set to benchmark. ● Staff have had effective CPD and demonstrate this in practice. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD/meetings	Resources/Costs/Time
Conduct an annual, visual check to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stakeholders views are represented with in the plan.	Site Manager Head of School	January, yearly		
Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach communities.	N McShane SENDCo	On going		
To review and monitor the SEND offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEN statutory guidance.	SENDCo	On going	Staff meeting 1 x term	SENDCo ½ day per term £500
To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that Impact of provision can be measured.	Head of School SENDCo	On going	Pupil progress meetings SLT SENDCo	Release time x3 (one day per term) £1,000

Monitoring

Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>termly</i>	<i>Scrutiny of data/ Lesson Observations/ termly report to govs</i>	<i>Any external validation</i>
Impact: What will the outcomes be?			Evidenced by/ through	Evaluation Have the intended outcomes been achieved?	
<i>School refurbishment ensured appropriate access for all with disabilities.</i>			Toilet refurbishment, playground equipment updated.	The school has been modernised up to current building regulations for disabled access.	
SEND report is updated annually by SENDCo and reviewed by SEND governor			Up to date report on Website	Report maintained and updated termly	

Race Equalities Scheme 2023-2025

Race Equalities Scheme				
Key Improvement Priority: To ensure that pupils and adults can fully participate within the school's curriculum offer and that the school actively celebrates difference. Lead person accountable for the plan: Nicola McShane		Year: 2023-2025	Finance Plan: How much will the plan cost - £3k approx	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> ● EAL Pupils make at least good if not better APS progress. ● There is a diminishing trend of racial incidents year on year. ● There is a visual celebration of difference through- out the school woven into the school's curriculum offer ● The school's curriculum design and enrichment opportunities proactively promotes community cohesion. ● Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding.	HoS & AHT Data Manger Class Teacher	On going	N/A	School tracking
To utilize MEAS speciality consultant to support teaching staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff.	SLT Consultant Anna Turnbull	On going	As per SLA	SLA cost plus visits
To ensure we can communicate effectively with are EAL Families facilitated by our EAL consultant.	Translators as needed via MEAS	On Going		
To promote whole school positive ethos within the school curriculum through teaching and learning, resourcing appropriately and enrichment experiences.	Nicola McShane and all teachers	On Going		

Monitoring					
Who	What	Where	When	How	External Validation
Staff member responsible	Specific outcomes	Staff mtg /progress mtgs termly	Oct/Feb/June	Scrutiny of data/ Lesson Observations/ termly report to govs	Any external validation
Impact: What will the outcomes be?			Evidenced by/ through	Evaluation Have the intended outcomes been achieved?	
All pupil groupings continue to be at/above National averages.			data	Practices within school have been effective.	
EAL consultant continues to work with pupils families and staff to ensure children access the curriculum and progress rapidly			data	Practices within school have been effective.	
The schools values are modelled by staff and children which ensures all pupils thrive			Parental and Pupil voice, feedback	Practices within school have been effective.	

Gender Equalities Scheme 2023-2025

Gender Equalities Scheme				
<p>Key Improvement Priority: Priority - To close the attainment gap between pupil groupings by developing an environment that promotes acceptance of difference.</p> <p>Lead person accountable for the plan: Nicola McShane</p>	<p>Year 2023-2025</p>	<p>Finance £1500</p>		
<p>Success criteria:</p>	<p>Focus on outcomes. Specific, measurable impact on pupils</p> <ul style="list-style-type: none"> ● All pupils make at least expected progress. ● Any attainment gap between boys and girls demonstrated a reducing trend.. ● To ensure that all pupil groups within school can articulate that they feel safe. ● To have effective strategies to tackle the use of discriminatory language. ● To develop an ethos and environment visually demonstrates that young people can be themselves. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs /Time
<p>The school audits curriculum provision and invests in appropriate enrichment activities and resources to support all pupil groups and avoid discriminatory practice.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>1X per term</p>	<p>Staff budget £1,000</p>
<p>School to actively promote equality through school council, Rights Respecting School, and Parent Advocate meetings.</p>	<p>N McShane</p>	<p>On Going</p>	<p>1 x term</p>	<p>Staff budget £500</p>

The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities	SLT Class teachers	Ongoing	1 x Term	
Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures.	SLT and Class Teacher	Ongoing	ongoing	

Monitoring

Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>Oct/Feb/June</i>	<i>Scrutiny of data/Lesson Observations/ termly report to govs</i>	<i>Any external validation</i>

Impact: What will the outcomes be?	Evidenced by/ through	Evaluation Have the intended outcomes been achieved?
All staff induction includes annual training on how to address Prejudice based bullying	Training records	Staff are confident to recognise incidents and are able to confidently address them effectively.
School has invested in resources to address tolerance and diversity and it has formed a part of the curriculum base delivery	Stone wall recommended reading books in reading areas, curriculum topics based around recommended literature, visual inclusive displays on different kinds of families	Practices within school have been effective. Very few negative issues that arise with children or parents. Children and parents present well with understanding of diversity
Regular pupil voice audits address the use of appropriate choices of language to train and raise awareness of prejudice based languages	Pupil voice audits	Practices within school have been effective. Any issues that arise from time to time are addressed quickly with positive feedback from parents. Children demonstrate understanding of diversity

Each individual school within HFCMAT is responsible for producing, implementing and monitoring an Action Plan to address equality objectives. Action Plans are a fundamental part of the Policy. Although an integral part of the Policy, the Action Plans are standalone documents and will change regularly as progress is made on the identified actions and new actions are identified.

Action Plans will link with school improvement, curriculum reviews and annual self-assessment. Whilst the Policy sets out the vision, the Action Plans translate that vision into actions targeted to achieve equality outcomes. The Action Plans detail the actions which will be taken to make the commitments in the Policy a reality.

Annexe B

Our Lady of Pity Accessibility plan

Our Lady of Pity Catholic Primary School – Accessibility Plan – 2023-2025

Purpose of the Plan

The purpose of the plan is to show how Our Lady of Pity Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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.

Legal Background

From September 2002, the disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education.

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, text books and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Our Lady of Pity Catholic Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The junior building is a two storey building and the infant building is one storey, both with extensive grounds. Both buildings have access to disabled facilities and toilets. Wheelchair access is available into both buildings. Most areas of the school grounds are accessible to wheelchair users.

The Current Range of Disabilities within Our Lady of Pity School

The school has children with a range of disabilities which include visually impaired, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA and asks for appropriate professionals, assessments, support and guidance for the school and parents. We have a number of children who have asthma, epilepsy and different types of allergies and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Epipens are stored in the school office in insulated 'medpacs' which are labelled and easy to access in emergencies. The school also has emergency inhalers and epipens. We have many trained Paediatric First Aiders who hold a current first aid certificate. All other medications are kept in a central safe and secure place which has easy access to all staff members. Administration of medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is administered is recorded.

Targets/Actions	Strategies	Outcome	Timeframe	Responsibility
Equality & Inclusion				

<p>To ensure that the Accessibility Plan becomes an annual agenda item at FGB meetings and that all policies consider the implications of disability access.</p>	<p>Clerk to Governors to add to list for FBG.</p>	<p>Adherence to legislation.</p>	<p>Annually</p>	<p>CT</p>
<p>To improve staff awareness of disability issues.</p>	<p>Continually review staff training needs. Provide training for members of the school community as appropriate.</p>	<p>Whole-school community aware of issues.</p>	<p>On-going</p>	<p>CP/SJ</p>
<p>Physical Environment</p>				
<p>To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by SLT and Resources Governors. Suggest actions and implement as budget allows.</p>	<p>Modifications will be made to the school building to improve access.</p>	<p>Reviewed each summer term Ongoing</p>	<p>SLT</p>

<p>Improve physical environment of school environment.</p>	<p>The school takes 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 and premises, such as improved access, lighting, and colour strips on staircases schemes, and more accessible facilities and fittings.</p>	<p>Enabling needs to be met where possible.</p>	<p>As needed</p>	<p>SLT/Governors</p>
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Curriculum

<p>To continue to train support staff to enable them to meet the needs of children with a range of SEND.</p>	<p>SENDCo to review the needs of children and provide training for TAs as needed.</p>	<p>Teachers and TAs are able to enable all children to access the curriculum.</p>	<p>On-going</p>	<p>CP and Teachers</p>
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<p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<p>Assess the needs of the children in each class and provide equipment as needed e.g. overlays, headphones, writing slopes etc.</p>	<p>Children will develop independent learning skills.</p>	<p>On-going</p>	<p>CP</p>
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<p>To meet the needs of individuals during statutory end of KS2 tests.</p>	<p>Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.</p>	<p>Barriers to learning will be reduced enabling children to achieve their full potential.</p>	<p>Annually</p>	<p>CP</p>
<p>Written Information</p>				
<p>To ensure that all parents and other members of the school community can access information.</p>	<p>Written information will be provided in alternative formats as necessary. Interpreters provided as necessary.</p>	<p>Written information will be provided in alternative formats if necessary.</p>	<p>As needed</p>	<p>UW/ Office Staff</p>
<p>To ensure that parents who are unable to attend school, because of a disability, can access disabled parking or that information is provided in a mutually accepted way.</p>	<p>Staff to hold parents evenings by phone or send home written information. Office staff to be aware of parents who need to access disabled parking.</p>	<p>Parents are informed of children's progress.</p>	<p>Termly</p>	<p>As appropriate staff</p>