

Glasshouses Primary School

Single Equality Scheme 2018 - 2021

NB

Pink highlight – updated information

Yellow highlight – school should enter bespoke information related to the school and its context

Introduction

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

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

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

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

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

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

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

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils

more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

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

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

- Age*
- Being married or in a civil partnership

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

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

Aims of the single equality scheme

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

Purpose of the Equality Scheme

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

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;

- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

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

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

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

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Our equality objectives are published at least once every four years.

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

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

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

Vision, ethos and Aims Glasshouses School

Our Motto is

1 'Enjoying Learning Together'

2 We achieve this by following our 6 values which are known as CHAMPS.

3 'CHAMPS':

4 C -Courtesy. We listen to each other and value each other's opinions and we do as we are asked first time ,

5 H -Honesty. We always tell the truth

6 A -having a positive Attitude. We work hard to approach all aspects of school positively.

7 M – having exceptional Manners. We treat others as we would wish them to treat us.

8 P- Persevering. We work hard to be the best that we can be and have high expectations.

9 S – Safety. We learn to identify risk and do our best to keep ourselves safe.

10 This helps us to be a place where:

- children feel safe and happy, knowing that they are valued as individuals within our school community;
- children grow in confidence in work and play, enabling them to take on new challenges, preparing them for the next stage of their school life;
- children will have the opportunity to gain and develop basic skills;
- children co-operate, learn to share and help each other;
- children enjoy learning and achieve the highest standards of which they are capable, enabling them to reach their potential in adult life;
- children develop strong moral values, understanding that we are all different and we must act towards each other with tolerance and respect for other groups, races, religions, ways of life and points of views;
- children develop a growing sense of responsibility towards their school, village and the wider world

11 We pride ourselves on promoting a family feel approach in everything we do. Our curriculum is creative and exciting and caters for all needs. Our aim is to provide unforgettable experiences and 'Awe and Wonder' for children as their learning journey is so precious. Above all we want our children to have lessons that are challenging and exciting.

Equality Objectives 2018-21

- To achieve the Unicef silver RRSA which incorporates :
- to anticipate the needs of incoming pupils from a new group, such as children who are new to English;
- to narrow the gap in performance of disadvantaged pupils;
- to increase participation of all pupils in after school activities;
- to increase understanding of different world religions, beliefs and cultures in line with the teaching of British Values;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;

School Vision and Values

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

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement

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

Factors of the geographical location of the school:-

Glasshouses Primary School is a small rural School (70 pupils) serving Glasshouses village and the surrounding area (see map on web site). The school can take from outside catchment providing that it is not oversubscribed. We anticipate that the future intake will be similar to the current school community. There may be a slight increase in the number of pupils who speak English as an additional language over time.

The personnel turnover is much lower than average. Governor support is full and active and governors have distinct roles including Equalities. (See web site for make-up of Governing Body). Most pupils who join the school remain for the duration of their primary education.

The present pupil population includes:

- *2 children are minority ethnic;*
- *All children are either Christian or of no faith*
- *3 children who speak other languages (Russian, Portuguese)*
- *20 % Free School Meals (FSM) – eligibility and uptake;*
- *16 % Special Educational needs (SEN);*
- *0% Disabled;*
- *0% New Arrivals;*
- *0% Asylum Seekers*
- *51% girls, 49% boys*

The school plans all on-site and off site events as well as day-to-day provision bearing in mind a range of reasonable adjustments. When developing the site, the governors plan carefully for the future, ensuring full access to all areas.

The ethnic composition of pupils is white British heritage. The school has reported no racist incident in the past 3 years.

There has been 1 fixed-term exclusions in the past 3 years.

Glasshouses Primary School is committed to equality of opportunity for all – this is clearly defined in the staff handbook and integral to all appointments, pay, performance management, induction and professional development, and disciplinary processes.

Extra-curricular provision is good and fully inclusive. All pupils, whatever their needs are included in visits, residential and cluster extended schools activities. After considering appropriate and reasonable adjustments, if a child would need to be left out of a visit, then this visit is modified or curtailed.

Performance data is analysed at least annually, through use of RAISE Online. Current results indicate no trends in performance to raise concern through gender, ethnicity, faith background or other aspects of vulnerability.

Any recruitment process would meet all DDA requirements and selection would be based upon the person specification and job description.

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

Staff meetings regularly allow time to discuss individual pupil needs. Training takes place to ensure that the needs of children with specific medical issues are met for example epi pen training, asthma training, epilepsy, diabetes.
Further training would be sought should a child require additional and different care.

School provision

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

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

The SEN policy, the access to education policy, positive behaviour policy outlines our approach to providing education for all.

Provision maps are created and followed for all children who have been identified as having a special education need or additional need. The provision map identifies adaptations that have been made to provision for the child.

Outcomes for pupils

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

The school comprehensively analyses data relating to pupil outcomes and uses this information to inform school improvement priorities. For example:-

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- Termly reports to Governors as to the outcomes of all pupils and disadvantaged pupils.
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe through the half term interviews and pupil questionnaires and Unicef RRSA questionnaires
- the behaviour of particular groups of pupils through the behaviour log
- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils through parent questionnaires and opportunities to feedback.
- *Pupil premium strategy published on the website and SEN reports to Governors show impact of the use of specific individual budgets*

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

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

The Governing Body will:

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

People with specific responsibilities (named):

- The Headteacher and SENCO are responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Headteacher and School Business Manager ensuring the specific needs of staff members are addressed;
- The Headteacher /Assessment Leader is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Headteacher is responsible for monitoring the response to reported incidents of a discriminatory nature.
- The SEN link Governor is responsible for publishing the SEN information report

Parents/Carers will:

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

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

Involvement Processes

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

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;

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

Mechanisms for involvement

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

- *half term interviews with pupils*
- *Annual pupil questionnaire;*
- *Exit interviews with pupils;*
- *RRSA and active Pupil Leadership Groups – Health and Safety, RRSA, ECO, Digital Leader*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Growing Up in North Yorkshire Pupil Survey from July 2018*

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

- *Exit interviews with staff;*
- *meetings with union representatives where necessary;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*
- *Training days and twilights*

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Text from the prospectus “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
- Feedback through the Governing Body meetings;
- Feedback through the PTFA meetings;
- Feedback from adults using the school beyond the school day;
- Half termly meetings with a specific theme between parents and the Headteacher (coffee and chat)
- Termly parents evenings and reception new starter meetings
- Curriculum workshops
- Weekly opportunities at sharing assembly – informal discussion

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

Making it happen

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body annually.

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback from parents e.g. Parentview, school questionnaires

Publication

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

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

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

Contact us

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

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

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

Essential Further Guidance

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

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

Equality and Human Rights Commission Guidance for schools

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

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

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

Equality Action Plan (Accessibility Plan)

KEY ISSUE
Getting feedback from stakeholders :

Success criteria

- All stakeholders have the opportunity to share their views

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Provide exit questionnaires for all year 6 leaver parents and mid year transfers	HT	July 17	Ongoing	None	Governors	
Pupils to take part in the LA growing up in north Yorkshire two yearly survey. Analyse these results to identify any actions to be taken regarding healthy lifestyles	Year 5/6 teacher	July 18	ongoing	None	HT and Governors	
Ensure exit interviews take place for all Year 6 pupils and all staff leaving	HT	July 17	Ongoing	None	Governors	
Adjust the questions on the Governor of the half term questionnaire to reflect the needs of the School Development School	HT	April 17	Ongoing	None	Governors	

KEY ISSUE

Improving outcomes for all pupils

Success criteria:

- Data analysis is used to improve the outcomes of all pupils
 - Attendance at out of school activities for specific groups will be improved
 - School attendance data and analysis will identify where improvements need to be made
- Enhance the curriculum by using the local area as a resource more regularly

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Analyse termly data for Gender differences Use of electronic data analysis system to improve efficiency of this	Assessment lead	April 2017	ongoing	Brom comm?	HT and Governors	
Analyse attendance registers for out of school activities to establish involvement of vulnerable groups	All leads	Sept 17	Ongoing	Brom comm?	HT and Governors	
Analysis of pupils whose attendance is below 90% are they:- Pupil premium? B/G? SEN?	SBM	April 17	Ongoing	Brom comm	HT and Governors	

KEY ISSUE

Improving access to curriculum

Success criteria:

- Training for staff in DDA and equalities scheme
- Gain dyslexia friendly quality mark

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure staff have access to specific training on disability issues through annual staff meeting	SENCo / NYCC healthy schools team	From Sept 17	Ongoing annually	£150 training fee	Designated Governor and HT	
Work towards achieving the Dyslexia Friendly Quality Mark in school + take actions to improve provision following the audit	SENCO / TA responsible	Sept 17	Sept 18	Cost of assessment	HT	