

The Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



Single Equality Scheme

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
3/1/25	Previous policy and objectives need to be reviewed	3/2/25	Spring 2029 (Action plan, annually)
30/1/26	Names amended	2/2/26	Spring 2029 (Action plan annually)
Signed and dated: 2.2.26			
Executive Headteacher	<i>C. Maddock</i>	Chair of Governors	<i>Anna Bradley</i>

Single Equality Scheme 2025-2029

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.

The impact of this scheme is reported on annually.

Signed  Date 3rd February 2025
Headteacher

Signed  Date 3rd February 2025
Chair of Governors

Revised: February 2025

Review date: February 2027

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.

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

Statement of Aims

The Ribblesdale Federation of Schools are inclusive and welcoming. We focus on the well-being and progress of every child and strive to ensure all members of our community are of equal worth and value.

We provide a unique, deep, rich and challenging curriculum for every pupil which enriches children's well-being, attitudes to learning, and ability to fulfil their potential: personally, physically, spiritually and academically. Our carefully designed curriculum journey encourages our children to value and embrace our locality and wider global community' enabling them to grow as well-rounded citizens.

We are proud to be a community which is passionate about learning, enabling our children to be the best that they can be. We are a school family which celebrates individuality, embraces diversity, and gives all our children the opportunity to shine and succeed in today's world.

We prioritise reading and mathematical fluency so that every pupil can access the full curriculum

Statement of Principles

Our approach to equality is based on the following key principles:

- All children in our schools are of equal value
- We recognize and respect difference, noting that each child is a unique individual
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe and follow high standards of equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that may exist
- We have the highest expectations of all our children and staff

Federation Vision and Values "Do everything in love," (1 Corinthians 16:14)

We nurture all children who journey with us through teaching our school values:

- Love
- Friendship
- Kindness
- Respect

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflect 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:

- The Ribblesdale Federation of Schools comprises of three small rural primary schools: Giggleswick Primary School, Long Preston Endowed Primary School and Hellifield Primary School.
- Each school within the Federation serves its immediate community and also across catchment areas because of how close the schools are.
- The Federation schools are based in North Yorkshire;
- Long Preston Endowed Primary School has nursery provision and pupils can attend from 3-11 years;
- Due to the geographical location of the schools, a proportion of pupils come from agricultural families.
- Giggleswick and Hellifield Primary School currently offer a breakfast and after school club on some days of the week.
- The Federation has carefully considered its context when planning the curriculum and embraces its role in the local community.
- We welcome external scrutiny and have benefitted from working with an English Hub, Mathematics Hub and various representatives from North Yorkshire Advisory Team and Leeds Anglican Diocese representatives;
- The SENDCo has successfully completed the national SEND Accreditation.
- We support student teachers and teaching assistants, and we provide effective mentoring through collaboration with other organisations when this is possible;
- Our proactive and supportive Governing Body visit the Federation schools on a regular basis to monitor the provision, progress and outcomes of our pupils.
- We offer culturally diverse learning opportunities in order to encourage tolerance and respect, and our promotion of fundamental British values underpin our deep and rich curriculum.
- We value the spiritual, moral, social and cultural development of our pupils and ensure that they feel safe and secure at all times.
- Each school within the Federation ensures pupils access outdoor learning opportunities
- Events such as Harvest Festivals, Carol services, Christmas Productions, May Day celebrations and Leavers' Assemblies celebrate the school and bring the community together.
- We welcome visitors from local churches who lead collective worship;
- We foster strong links between home and school and feel parental involvement is vital to ensure children achieve well. Parents support their children academically and with social aspects of school life.
- There is an active PTA at each school which raises funds throughout the year to purchase additional resources and fund enrichment activities such as educational visits and visitors, ensuring all pupils have access to an enhanced curriculum.
- The following access is available at each school: Giggleswick – steps and ramp into main entrance; lift to the second floor; easy access to outside; few steps to the rear of the building, accessible toilet. Hellifield – steps and ramp into main entrance; easy access to outside, with ramped access at the rear of the building, single storey building, accessible toilet, disabled parking facilities. Long Preston Endowed Primary School – steps and ramp into main entrance, easy access to outside, ramp and steps at rear of the building; single storey building, accessible toilet, disabled parking available for adults.

January 2025 Information	Giggleswick	Hellifield	Long Preston
NOR	75	69	53
% Ethnic minority	94.67% White British 2.67% White and Any Other Ethnic Group 1.33% White Eastern European 1.33% White European	97.1% White British; 2.9% Indian	100% White British
% Religions & Belief	58.67% Christian; 41.33% No Religion	1.45% No Religion; 98.55% Not Stated	11.32% Christian; 3.77% No Religion; 84.89% Not Stated
% Languages spoken	100% English	97.1% English; 2.9% Malayalam	100% English
% FSM eligibility & uptake	8% FSM 100% Uptake	15.94% FSM 100% Uptake	15.09% FSM 87.5% Uptake
% Special Educational Needs	13.33%	17.39%	11.32%
% Disabled	0%	0%	3.77%
% Male	40%	43.48%	39.62%
% Female	60%	56.52%	60.38%
% LAC and Previously LAC	0%	0%	0%

The Federation Governing Board and SLT are proactive in promoting equality and tackling discrimination. The Board will maintain an overview of the implementation of this policy. The SLT will work in partnership with others to tackle prejudice of any sort and establish, promote and disseminate equality good practice.

Training

Staff are regularly updated on meeting the medical needs of pupils and attend any relevant training; termly SENDCo network training is attended and feedback at staff meetings takes place on a regular basis.

Relevant SEND training is attended or delivered in house at staff meetings. Governors access training on fair recruitment and receive information about pupils with SEND, and any changes to the SEND code of practice from our SENDCo. We discuss how to support pupils eligible for pupil premium, supporting EAL learners when applicable and understanding cultural diversity within our community. The Ribblesdale Federation has weekly teaching staff meetings and INSET training collaboratively. Training opportunities and CPD are discussed during annual appraisal meetings.

Examples of Reasonable adjustments

The Federation endeavours to create communication friendly environments and also provide additional support with leaflets and links to outside agencies. Our Behaviour Policy reflects a differentiated approach and considers all concerned. The curriculum and lessons are differentiated to meet the needs of learners, including those with SEND, EAL, gender and disadvantaged pupils. Pupils with support plans have a support plan which is reviewed with parents and children at least each term. Appropriate adaptations are provided for those children who require them, so that they can access the curriculum and life of the school.

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).

These processes form part of the school's equality impact assessment processes, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

As a Federation we:

- review and analyse pupils' attainment, including an analysis of end of key stage results for pupils of particular groups at the end of the school year and at the end of each term (FGB, SLT and SIP)
- review the quality of particular groups of pupils' learning and the progress they make throughout the school at termly pupil progress meetings;
- review the extent to which different groups of pupils feel safe (e.g. Incidents of racism, 'hate' and bullying involving particular groups of pupils)
- review the behaviour of particular groups of pupils (e.g. exclusion data for particular groups of pupils)
- review the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)
- review attendance data for all pupils and for particular groups
- review the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)
- review the impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report

Roles and Responsibilities in Implementing the Single Equality Scheme

The Federation Governing Board and SLT are proactive in promoting equality and tackling discrimination. The Board will maintain an overview of the implementation of this policy. The SLT will work in partnership with others to tackle prejudice of any sort and establish, promote and disseminate equality good practice.

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
- establish that the action plans arising from the scheme are linked to school priorities and School Development Plan/s or curriculum, SEND, subject development plans
- support the Head Teacher 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 four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Head Teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the School Improvement Plan

People with specific responsibilities:

- Mrs McGregor (SENDCo) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met
- Mrs Maddocks is responsible for ensuring the specific needs of staff members are addressed
- Mrs McGregor, Mrs Maddocks and Miss Houghton are responsible for gathering and analyzing the information on outcomes of vulnerable pupils and staff
- Mrs Maddocks and Miss Houghton are responsible for monitoring the response to reported incidents of a discriminatory nature
- Mr Andrew Bradley and Ms Laura Boyd (Chair of Governors / SEND Link Governor) are responsible for publishing the SEND information report

Parents/Carers will:

- have access to the scheme
- 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 Head Teacher.

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:

- School council;
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination (where appropriate);
- Individual interviews with pupils experiencing reasonable adjustments (if applicable);
- Growing Up in North Yorkshire Pupil Survey (if completed)
- Feedback through Governing Board Meetings
- Feedback through Friends of the School meetings
- Feedback from adults using the school beyond the day (if applicable)
- Parent Questionnaires
- Meetings with parents of pupils with SEND
- Welcoming parents and the community into school so that they are involved
- Meetings with the SENDCo and parents/carers

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 if appropriate;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of appraisal

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.
- Feedback through the Governing Body meetings;
- Feedback through FOS meetings;
- Parent questionnaires

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) 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

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. (5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Board. This is a separate document.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

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

- School self-evaluation
- Discussions with the School Improvement Adviser
- feedback e.g Parentview, pupil voice through the school council

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus and school website.

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 newsletter (as appropriate) 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 upto 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

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو براے مہربانی ہم سے پوچھئے۔

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



Appendix 1

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