



STRATFORD GIRLS' GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Equality Policy and Plan

Disclosable under Freedom of Information Act		Yes
To be published on website?	Statutory	Yes

Policy ownership

Governor committee:	Progress and Well-being
Department responsible:	SEND and Pastoral
Post-holder: (title and name)	Gurd Ubhie, AH, Mandy Hughes, SENDCO, Susan Frater, AH
Linked procedures	Behaviour Policy, HR Policies, SEND Policy
Responsible person:	GUB/MHU/SF
Planned review interval:	Annual
Planned next review date:	September 2026

Contents

1. Equality mission statement
2. Equality in practice
3. Equal opportunities for staff
4. Equality and the law:
 - a. Race
 - b. Disability
 - c. Gender
 - d. Sexual orientation
 - e. Age discrimination
 - f. Community cohesion
5. Consultation
6. Roles and responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan

Appendix A: Equality Plan

Appendix B: Accessibility Plan

Equality Mission Statement

At Stratford Girls' Grammar School, we are committed to ensuring equality of education and opportunity for all students, staff, parents, and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, faith, or socio-economic background. We have a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students is monitored according to the various sub-groups represented in our community and we will use this data to support students, raise standards, and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Stratford Girls' Grammar School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here

Equality and the law

The Equality Act (2010) introduced a single equality duty for all public sector organisations including schools, known as the “public sector equality duty”.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by 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.

This Equality Policy and Plan is our response to demonstrate a) that we comply with the duty to have due regard for the three aims above and b) specific and measurable objectives which will be pursued over the coming years to achieve the three aims. In particular, the action plan at the end of this Equality Policy and Plan outlines the actions Stratford Girls' Grammar School will take to meet the general duties detailed below.

i. Race equality

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare and publish an Equality Policy and Plan (see also Appendix A) which includes our written policy for race equality;
- assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students;

- monitor the impact our plans and policies have on such students, staff, and parents towards raising the achievement of minority ethnic groups.

ii. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan (see Appendix B).

a. Definition of disability

Disability legislation has defined a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on their ability to carry out normal day-to-day activities.”

The definition of disability has also been extended as follows:

- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised,” although the person must still demonstrate a long-term and substantial adverse impact on their ability to carry out normal day-to-day activities.

b. Legal duties

Legislation places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between people with disability and other people;
- eliminating discrimination and harassment of people with disability that is related to their disability;
- promoting positive attitudes towards people with disability;
- encouraging participation in public life by people with disability;
- taking steps to meet people with disability needs, even if this requires more favourable treatment.

Under our specific duty we will:

- prepare and publish an Equality Policy and Plan (see also Appendix A) which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- review and revise this Plan annually.

iii. Gender equality

Legislation places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality between all – men, women, and transgender.
- The school has an internal protocol that all staff follow to support a child questioning their identity or requesting a change in use of pronouns.

Under our specific duty we will:

- prepare and publish an Equality Policy and Plan (see also Appendix A) which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- review and revise this Plan every three years.

iv. Sexual orientation

Legislation makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

v. Age discrimination

Legislation makes discrimination unlawful on grounds of age. For schools this has particular relevance in the appointment and treatment of staff.

vi. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths/ beliefs, and socio-economic backgrounds. The duty came into force on 1 September 2007.

Consultation and involvement

It is a requirement that the development of this Policy and Plan and the actions within it have been informed by the input of staff, students, parents, and carers. We have achieved this by using the following to shape the Policy and Plan:

- feedback from parent questionnaires, parents' evenings, report acknowledgements, and reviews;
- input from appraisal, staff surveys and through staff meetings / INSET;
- feedback from House Councils, PSHE lessons, and whole school surveys on children's attitudes to self and school;
- issues raised in EHCP Annual Reviews feedback at governing body meetings and via the SEND and Link Governors.
- The 2010 Equality Act and Warwickshire's Inclusion charter are central to this policy.

<https://www.warwickshire.gov.uk/education-send/warwickshire-schools-inclusion-charter>

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Equality in practice

As well as the specific actions set out beneath in our plan, the school operates equality of opportunity in its day to day practice in the following ways:

Equal Opportunities for Students

a. Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest levels of personal achievement. To do this, we will:

- use contextual data to ensure that the support we provide for individuals and groups is effective and appropriate;
- monitor achievement data by ethnicity and disability and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population, and local community in terms of race, gender, disability, and sexual orientation, (protected characteristics) without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents/carers in supporting their child's education;
- encourage the discussion of equality issues which reflect on social stereotypes, expectations, and the impact on learning.

b. Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, disability, sexual orientation, or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions in respect of equality in order to avoid any potential adverse impact.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, transgender, age and faith or religion (protected characteristics) are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLRs), additional payments, or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment, retention, and responsibility allocation;
- continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Roles and Responsibilities

1. The role of Governors

- The governing body has set out its commitment to equal opportunities in this Policy and Plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on protected characteristics. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of protected characteristics
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, or protected characteristics. The governing body ensures that no child is discriminated against whilst in our school on account of their socio-economic background, or protected characteristics

2. The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy and Plan and she is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy and Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this Plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

3. The role of all staff: teaching and non-teaching

- All staff will ensure that all students are treated fairly, equally and with respect, and will follow the school's Equality Policy and Plan.
- All staff will strive to provide material that gives positive images based on race, gender, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism, or homophobia, and record any serious incidents, drawing them to the attention of the Assistant Headteacher.
- Teachers support the work of non-teaching staff and encourage them to intervene in a positive way against any discriminatory incidents or to report such incidents to a member of the SLT.

Tackling discrimination

Harassment on account of race, gender, transgender, disability, or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the relevant Progress Lead or Senior Leader. All such incidents are reported to the Assistant Headteacher and recorded Pastoral Team log held by the Assistant Head and reported the Head Teacher, as necessary. Such incidents are reported annually to the governing body.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation, or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes, and graffiti.

A racist incident was defined by the Stephen Lawrence Inquiry Report (1999) as: '**Any incident which is perceived to be racist by the victim or any other person**'.

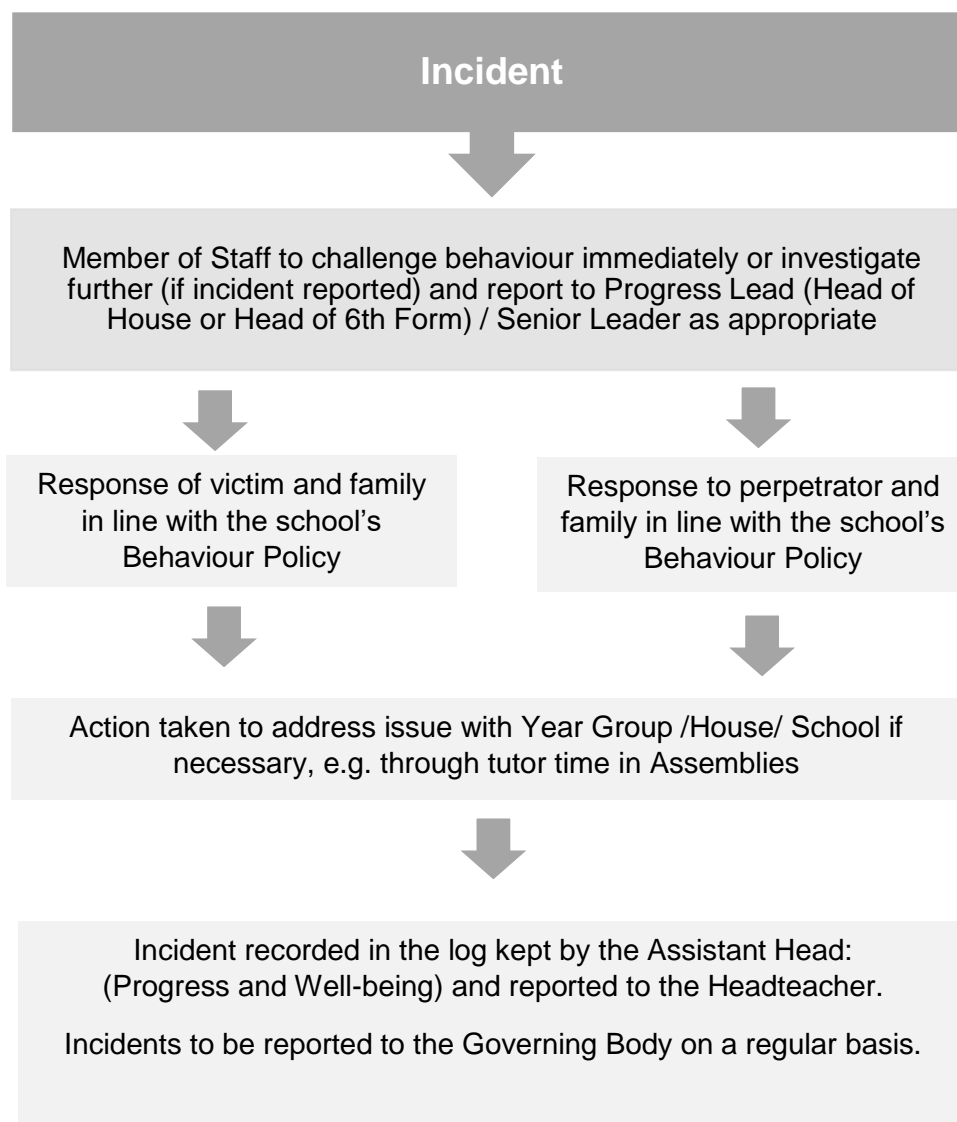
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, or gender;
- use of derogatory names, insults, and jokes;
- racist, sexist, homophobic or discriminatory graffiti (for example linked to international conflicts).
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation;
- discriminatory comments during discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference eg food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability, or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents (see flow chart below). All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Review of progress and impact

The Equality Policy and Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, the Curriculum, Leadership and Management Committee will review progress against our Equality Policy and Plan annually and review the entire Plan and accompanying action plan annually.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

To meet the statutory requirements to publish an Equality Scheme we will:

- publish our Policy and Plan on the school website;
- raise awareness of the Policy and Plan through school newsletters, assemblies, staff meetings, and other communications;
- Ensure hard copies are available on request.

Review of 2024-25 Objectives

1. Departments RAG rated their progress to ensure that it reflects the diversity and heritage of the SGGs to inform further steps required. (EP 1 & 3, SIDP 2.1)
2. Our whole school approach to well-being is used within classrooms and part of our new strategic pastoral plan and draft tutorial programme. This area will be developed and reviewed further throughout 2024-25 (EP 1 -8, SIDP 1.2, 2.1, 2.4)
3. Our new praise and behaviour categories to reward process, celebrate positive attitudes and wellbeing are in place. (EP 1 -8, SIDP 1.2, 2.1, 2.4)
4. Establish annual protocols for building students' understanding of wellbeing and signpost access to appropriate education and support, e.g Year 9 Connect 4 Health, SEND/AN workshops, improved Student Services access in Main School and Sixth Form. (EP 1-9. 11-12, SIDP 2.1-2.4)
5. Training videos and reviews of learning passports used to strengthen staff training and support for SEND/AN students. (EP 1 -8, SIDP 1.2, 2.1,)

Specific Objectives for 2025-26

- Develop a personal development programme that is more outward facing and community orientated to ensure that all groups are represented to engender a greater sense of belonging (EP 1-8 SIDP 2.5)
- Embed and monitor our praise and behaviour categories to reward process, celebrate positive attitudes and wellbeing. (EP 1 -8, SIDP 2.2)
- Develop resilience in all students through our T&L and pastoral focus around challenge, positive attitude to self, countering negative perfectionist behaviours (EP 1 -8, SIDP 2.2)
- Continue to explore students' understanding of the nuances of language use and its impact with reference to microaggressions and their effect. (EP1-9. 11-12, SIDP 2.2)
- Make use of student voice more widely across the school as change makers, e.g. sitting with school council or use of focus groups to support/challenge initiatives. (EP 1 -8, SIDP 1.4)
- Improve the tracking of participation in our offer across all groups across the school (including trips/visits/extracurricular) Develop actions in response to this to widen participation. (EP 1-8 SIDP 2.5)
- Track attendance of parents at events to ensure that harder to reach groups are included (EP 1-8 SIDP 3.1)
- Ensure communications can be translated by sharing as word documents with stakeholders. (EP 1-8 SIDP 3.1)
- Support teachers to ensure that Quality First Teaching and adaptive practice is used to create fully inclusive classrooms enabling all students to thrive (EP1-9. 11-12, SIDP 2.2)
- To strengthen our communication with parents around our whole school approach to wellbeing, use of merits and sanctions to support positive behaviour through the school app and communications with parents (EP1-9. SIDP 3.1)

Appendix A: Stratford Girls' Grammar School: Equality Plan 205-26

The school has identified the following strategies that are specifically designed to address equality issues.

	Issue	Action/strategy	Lead Person	Timeframe	Intended outcome/success criteria
1.	Eliminating discrimination, promoting equality, and celebrating diversity	<ul style="list-style-type: none"> • Ensure that school welcomes applications for school places and jobs from all sections of the community in accordance with its single sex status. • Work with staff to update/review our job adverts and application information to support an inclusive process and celebrate our school culture. • Deliver ongoing professional training tailored to our culture of inclusivity for all staff (teaching and associate). • Promote inclusivity in FOS. • Recruit staff representative of diverse community. 	Headteacher SF/CWE	Ongoing	<p>Staff body is diverse and representative of our cohort.</p> <p>All staff are confident in how to embed our culture of inclusivity across all areas of the school.</p>
		<ul style="list-style-type: none"> • Refine the celebration of diversity/equality through the curriculum, displays, assemblies and school events. New assembly schedule in place to support this. • Use student voice to inform our strengths and areas for development in creating a sense of belonging for all. • Act on any trends/patterns suggesting areas of greater need for staff training. • To explore with student voice what well-being means and develop strategies for the whole community to share: staff, parents, and students. • Embed our new behaviour, rewards, and reporting systems to support student wellbeing: support, grow, guide, and succeed. 	GUB/SF	<p>September 2024</p> <p>September 2024-June 2025</p> <p>September 2024</p> <p>September</p>	<p>Frequency and diversity of celebrations as evidenced in assemblies, blogs, social media; excellent attitudes and high standards evidenced in behavior around school, low / zero discrimination incidents recorded and reported to Governors, staff and student voice evidence school is inclusive and safe.</p> <p>A greater number of students feel recognised</p>

		<ul style="list-style-type: none"> • Build on our wellbeing approach by developing our tailored support e.g Young Carers group, SEND/AN small group sessions. • Facilitate interactions and community spirited relationship building across diverse groups through House system. 		2024	and celebrated more fully across the school. Students are supported/attendance improved/wellbeing improved.
		<ul style="list-style-type: none"> • Provide reasonable means for children, young people, their friends, and families to interact with people from different backgrounds and build positive relationships with different schools and communities. 	SF	Ongoing	Established links with other schools and communities in this country and elsewhere
2.	Narrowing the gap: monitoring student achievement by equality factors and supporting all to achieve highly	<ul style="list-style-type: none"> • Effective school transfer and induction – extra help for those needing enhanced transition support. • Monitor and analyse student achievement by race, disability, and socio-economic factors. • Act on any trends or patterns in the data that suggest additional support is required for students. 	GUB	Annually in autumn term	Analysis of results data demonstrates that the gap is small and narrowing for equality groups.
3.	Developing the curriculum	<ul style="list-style-type: none"> • Embed our curriculum to reflect cultural diversity and respect for others, and provides a sense of time and place within our society and community for each student. • Audit EDI goals in all departments annually. • Make use of positive role models in the classroom and public events to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community. • Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, and ethnicity. 	JBL, SF with Subject Leads	Ongoing	Diversity and respect evident in every aspect of school life, resulting in increase in students' confidence and participation; staff and student voice evidence school is inclusive and safe.
4.	Addressing the full range of learning needs <i>recognising that some of the groups covered in this policy</i>	<ul style="list-style-type: none"> • Design CPD to promote reasonable adjustments and develop the efficacy of the Learning Passport. • Track student progress, identify any under-performance and make appropriate interventions 	MHU, SF with Subject Heads	Ongoing	Learning passports are used fully across the school to inform our support of students.

	<i>are more likely to under-achieve</i>	as necessary utilising external agencies more effectively.	HoH/JBL/GUB		Maintain high application rates into Y7 and Y12; High retention rate throughout Y7-13; High attainment at GCSE and at A-level, i.e., all students make expected progress or better; excellent destination rates for all learners (96%+ able to access destination of choice).
5.	Supporting learners with particular needs <i>recognising that some of the groups covered in this policy are more likely to have particular needs</i>	<ul style="list-style-type: none"> • Prepare Learning Passports as necessary working co-productively with student and parents/carers. • Enhance intervention/mentoring schemes by implementing pre- and post-measures surveys. • Embed high standard transition procedures to identify and support students with specific learning needs, including providing appropriate training to enable staff to meet particular learning needs – planned well in advance of a child’s admission. • Review staff development plans in light of current areas of greatest need. • Risk Assessments for high risk SEND/medical needs. 	MHU/GUB and Progress Team	Ongoing	<p>Student data shows good levels of attainment – meeting or exceeding expectations; Excellent identification, training and support as evidenced in CPD feedback, appraisal reviews, and QA activities.</p> <p>Students with SEND/AN settle quickly when joining SGGS.</p>
6.	Preventing and dealing effectively with bullying and harassment <i>recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</i>	<ul style="list-style-type: none"> • Communicate to students, parents/carers, and staff the school’s zero tolerance to all forms of bullying and harassment. • Ensure that incidents are reported and addressed swiftly and effectively. • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. 	AH: Progress and Well-being with Pastoral Team	Ongoing	High and clear expectations, quick and effective systems, and processes; low / zero indulgence of bullying harassment; low / zero incidents logged.

7.	Work in Partnership	<ul style="list-style-type: none"> • Use of frequent student focus groups to challenge our working. • Ensure School encourages, enables, and hears the full range of views, including those with disabilities. 	Progress and Well-being with Pastoral Team	September 2024- July 2025	All views heard and used to shape SIDP.
		<ul style="list-style-type: none"> • Actively seek staff views and listen to staff concerns: eg via relevant staff working groups, staff surveys/consultations. • Seek the views of parents/carers: eg through annual parent questionnaires and ad hoc focus group meetings. • Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality, and/or community cohesion. 	Headteacher with SLT and Staff Working Group Leads	Annual or as part of whole school reviews	
8.	Encouraging equal participation	<ul style="list-style-type: none"> • Ensure all students are given the opportunity to make a positive contribution to the life of the school eg involvement in student leadership, the House Council, tutor group assemblies, fund raising, recognition scheme, ambassadors at events, participation in enrichment etc. • Develop tracking or an audit of participation or presence in the events above. 	GUB/SF	annual	Inclusive approach and diversity reflected in eg student leadership and House Council membership; participation analysis in events and activities.
9.	Equalising opportunities <i>recognising that some of the groups covered in this policy are likely to be economically disadvantaged</i>	<ul style="list-style-type: none"> • Ensure school uniform is inclusive and affordable. • Avoid putting parents/carers under unnecessary financial pressure. • Promote and monitor the take-up of extra-curricular opportunities, while also monitoring the affordability of trips. 	Headteacher and Governors	Annual	Review of concerns raised by parents and requests for financial assistance across the year. Review of provision and policies in accordance

		<ul style="list-style-type: none"> • Promoting financial support schemes for those in need of assistance. • Ensure that the school charging policy is appropriate. • Widen access to careers advice and work experience placements. 			with the policy review schedule.
10.	<p>Informing and involving parents and carers</p> <p><i>recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</i></p>	<ul style="list-style-type: none"> • Offer a range of ways of communicating between school and parents/carers that meet parents/carers' circumstances and needs. • Encourage parents/carers to let the school know if they have a particular disability or other need. • Encourage parents/carers to discuss their concerns. • Ensure that parents/carers understand how well their child is progressing. • Encourage parents/carers to join FOS and/or Governing Body to increase representation from across the student body. 	Headteacher and Governors	Ongoing	Effective relationships with parents evidenced in parent questionnaire; Review of relevant policies and communications in accordance with the policy review schedule; AGM and Chair of FOS report indicates good participation and take up.
11.	<p>Welcoming new students and helping them to settle in effectively</p> <p><i>recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, especially if they join mid-year</i></p>	<ul style="list-style-type: none"> • Ensure a happy start to the school at normal times. • Ensure effective school transfer and induction mid-year. • Ensure that extra help is given to students who find change of school challenging. • Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school. • Ensure the school's uniform policy is clear to parents/carers, impact assessed and inclusive. • Revise the start of term key information to ensure accessibility for all e.g use of alternative ways of presenting material – use of images/visual 	Headteacher and AH: Progress and Well-being with Pastoral Team	September 2025	High retention and attainment across all groups; Review of policies in accordance with the policy review schedule; student voice indicates positive attitudes towards school; parent concerns are low or zero.

		timetables/videos/maps of school site/spaces/activities.			
12.	Accessible and inclusive physical environment	<ul style="list-style-type: none"> Enhanced wellbeing spaces – outdoor and indoor. Meet the needs of students, staff, and others with physical or other disabilities – using personal action plans, as necessary. Training first aiders on-site. Manage site access for pedestrians and private school buses. Ensure that curricular and extra-curricular opportunities are available for students with disabilities. 	Facilities Manager and Resources	Ongoing	<p>Achievement of accessibility plan (see Appendix B)</p> <p>Participation analysis indicates students with disability are accessing options.</p>
13.	Ensuring fair and equal treatment for staff and others <i>recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as students in the school and that positive role models and a wider perspective will strengthen the school</i>	<ul style="list-style-type: none"> Ensure non-discriminatory recruitment and employment practices. Provide excellent starter and induction programme to assist with transition to new job. Promote dignity at work. Put new policy in place and ensure all staff are aware. Encourage the development of all staff, ie training opportunities, recognition of good practice, extending leadership opportunities. Promote inclusivity through staff events and communications. 	Headteacher SLT Governors	Ongoing	<p>Excellent and non-discriminatory recruitment practices, ethos, and development opportunities</p> <p>Best candidate appointed, regardless of gender, race, disability etc. Review of policies in accordance with the policy review schedule; staff voice indicates positive attitudes towards school; staff concerns are low or zero.</p>
14.	Encourage participation of under-represented groups <i>recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious, and socially and</i>	<ul style="list-style-type: none"> Recruit governors' representative of the student population and / or community. Encourage the widest participation in Friends of the School (FOS) activities. Support individuals and community groups to express their views on matters affecting themselves and their community. 	Chair of Governors and Headteacher with Governors	Ongoing	<p>Excellent and non-discriminatory recruitment practices, ethos, and development opportunities; FGB is representative of the school community.</p>

	<i>economically disadvantaged groups</i>				
15.	<p>Monitoring and evaluating the policy</p> <p><i>recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.</i></p>	<ul style="list-style-type: none"> • Report to governors. • Report to parents / carers and students. • Train all staff and governors. • Consult students, parents / carers, and staff on how the policy is working and how it could be improved. • Monitor and review practice. • Carry out impact assessments to evaluate practice. • Report on all aspects of inclusion via website, newsletter. 	Headteacher with SLT	May 2025	<p>Achievement of policy aims.</p> <p>As per policy review schedule and via committee.</p> <p>Positive attitudes in all surveys conducted.</p>

Appendix B: Stratford Girls' Grammar School: Accessibility Plan

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Ensure that students' needs are communicated in a clear and transparent format.	<ul style="list-style-type: none"> • Learning Passports completed and kept up-to-date. • Open lines of communication with students and families. 	Clear and agreed strategies to support student progress.	Ongoing	Accessibility to learning increased.
	Support students coping with significantly increased levels of anxiety.	<ul style="list-style-type: none"> • Training for POs to support students who report to Pastoral Offices (Main School / Sixth Form). • Time Out cards issued and reviewed. • Develop Time Out resources and designated space for students to sit quietly and self-regulate. • Referrals to LifeSpace – waiting list managed. 	<p>Increased self-management of feelings of anxiety through supportive arrangements at school.</p> <p>Tailoring of services to meet specific needs.</p>	Ongoing	Accessibility to learning increased.
	Ensure that floor surfaces are even and unbroken	<ul style="list-style-type: none"> • Visual inspection with caretaker: Refer problem areas to Business or Facilities Manager. 	Elimination of slip/trip danger areas.	Ongoing	Safe access to classrooms achieved.
Medium Term	Support teachers in identifying students with SEND.	<ul style="list-style-type: none"> • SEND referral procedure. • Develop staff training materials on SEND areas. 	Increased early identification of needs.	Ongoing	Accessibility to learning increased.
	Support teachers in adapting learning for students with SEND.	<ul style="list-style-type: none"> • Deliver annual training session for trainees / NQTs / new staff. • Develop training programme to include all staff (associate and teaching). 	Improved outcomes for students with SEND.	Ongoing	Accessibility to learning increased.
	Pursue a transparent referrals process for families and staff.	<ul style="list-style-type: none"> • SEND referral procedure. • SENDCo working within PWB Team. • PWB Graduated Response Chart for pastoral concerns indicating SEMH. 	School processes understood by all.	Ongoing	Accessibility to learning increased.
	Clear corridors of obstacles eg lockers and cupboards	<ul style="list-style-type: none"> • Relocate lockers and cupboards to other parts of the school where possible. 	Reduce accidents attributed to sight / mobility hazards.	Ongoing	Accident risk reduced.

Long term	Tailor support from external agencies for students with increased levels of need.	<ul style="list-style-type: none"> • Referrals to Educational Psychologist, Specialist Teacher, and Flexible Learning Team Services through Warwickshire County Council. • Invite Integrated Disability Services to visit and advise on adjustments. 	Reduce school absence. Tailoring of services to meet specific needs.	Ongoing	Accessibility to learning increased.
	Provide access to learning materials for students with extended periods of absence from hospitalization / long-term illness.	<ul style="list-style-type: none"> • Develop use of Teams to share teaching materials with classes. • Ensure process for obtaining work during absence is clearly signposted in key documents. 	Reduce impacts of missed learning.	Ongoing	Accessibility to learning increased.
	Future builds at the school to include accessibility to all areas	<ul style="list-style-type: none"> • Ensure that architects and project managers are aware of the need to incorporate accessibility in future plans. 	Access for all to all areas of new buildings.	Ongoing	Physical accessibility to learning increased.
	Provide access to first floor specialist teaching areas in practical block	<ul style="list-style-type: none"> • Installation of lift when funding allows. 	Increased access to the curriculum.	When funding allows	Physical accessibility to learning increased.