

Mortimer St. Mary's CE Junior School

Equality information and objectives

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Updated: February 2026

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Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At school:

- We ensure that everyone is treated fairly and respectfully
- We make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We make sure that people from different groups are consulted and are involved in our decisions, especially pupils and parents/carers.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact the school office:

Mortimer St. Mary's - telephone: 01189 332491 or officemsm@mortimerschools.org

Clare Beswick (Executive Headteacher) or Charlotte Bagley (Member of Governing Board with responsibility for equality issues)

Part 1: Information about the pupil population

Number of pupils on roll at the school: **236**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities - some.

There are pupils at our school with different types of disabilities and these may include:

- Visual Impairment
- Hearing Impairment
- Physical Impairment
- Autism
- Speech, language and communication needs
- Specific Learning Difficulties
- Social, emotional and mental health difficulties
- Moderate learning difficulties

Ethnicity

Categories				
Main Categories	Micro Categories	Boys	Girls	TOTAL
White British	English Scottish Welsh Cornish	105	87	192
White Other	Gypsy / Roma Irish Albanian Serbian/Yugoslavian Traveller of Irish heritage White Eastern European White European White Western European Other White	8	Some	10
Turkish	Turkish Turkish Cypriot			
Kurdish	Kurdish			
Bangladeshi	Bangladeshi			
Other Asian & Chinese	African Asian Indian Kashmiri Nepali Pakistani: Mirpuri Pakistani: Other Sri Lankan Sinhalese Sri Lankan Tamil Chinese Hong Kong Chinese Malaysian Chinese	Some	Some	Some

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Black Caribbean	Black Caribbean			
Somali	Somali			
Other Black African	Ghanaian Nigerian Sierra Leonian Sudanese Other Black African		Some	Some
Black Other	Black European Black North American Black Other	Some	Some	Some
White & Black Caribbean	White & Black Caribbean	Some	Some	Some
Mixed Ethnicity	White & Black African White & Asian White & Chinese White & Other Asian & Chinese Asian & Black Asian & Other Black and Chinese Black & Other Chinese & Other	Some Some	Some Some	Some 8
Other	Other Arab Other Egyptian Filipino Iranian Iraqi Japanese Korean Latin/South/Central America Lebanese Malay Moroccan Polynesian Thai Vietnamese Yemeni Any Other Ethnic Group			
Unknown	Unknown Refused to Say	Some Some	Some Some	Some Some

Religion and belief

Buddhist	0	Sikh	Some
Christian	102	No religion	86
Hindu	Some	Other religion	Some
Jewish	0	Unknown	39
Muslim	Some		
Roman Catholic	Some		

Pregnancy and maternity

	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

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Sensitive information on some pupils with protected characteristics

Some information in relation to protected characteristics we regard as sensitive. This includes disability, ethnicity and religion.

Please contact the member of teaching staff with responsibility for equality issues mentioned above if you want more information.

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Gender Reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual, non-binary and transgender pupils.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	11	12	23	9.74
Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group from September 2012)	11	12	23	9.74

Pupil with Special Educational Needs and Disabilities (SEND)

	Number of pupils	Percentage (%) of school population
No Special Education Need	172	72.88
Special Educational Support	52	22.03
Educational Health Care Plan	11	4.66

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	11	2	13	5.5
Number of pupils who are at an early stage of English language acquisition	Some	Some	Some	Some

Looked after children

0

Young carers

0

Other vulnerable groups

Special guardianship

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

- School consults parents and carers to obtain information on any protected characteristic that might result in unlawful discrimination, harassment, victimisation or equality of opportunity. This information is obtained through admission forms, questionnaires, informal meetings with parents/carers.
- School works closely with other professionals e.g. NHS, foundation and Key Stage 1 phases, social services, educational psychologists to build up an accurate picture of the children and their families and those with any protected characteristics through formal reports and meetings.
- School analyses and tracks data from a variety of sources, to monitor achievement and progress of identified children.

Main issues:

1. Lack of funding to support children with Special Educational Needs and Disabilities.
2. Lack of engagement of parents/carers and their own educational challenges.
3. Increase in waiting times to seek professional support.
4. Recruitment of staff to support pupils with Special Educational Needs and Disabilities.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils and staff. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, Support and Achievement Plans, Therapeutic plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.

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- Policies, such as Anti-bullying, Behaviour and Mental Health, Special Educational Needs and Disabilities and Equality.
- Accessibility plan for the disabled.
- Admission arrangements.
- Monitoring suspensions.
- Recording and tackling incidents of harassment (school internal records and Crests).
- Relevant staff and governor training or meetings.
- Complaints procedure.
- Non-discriminatory employment practice.
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement.
- Transition activities, both infant and secondary school phases e.g. additional visits for Special Educational Needs and Disabilities, vulnerable families targeted.
- Questionnaires.
- Pupil opportunities of responsibility open to all e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

Disability

Summary information:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, Support and Achievement Plans, Therapeutic Plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour and Mental Health, Special Educational Needs and Disabilities and Equality.
- Accessibility plan for the disabled.
- Admission arrangements.
- Monitoring suspensions.
- Recording and tackling incidents of harassment (school internal records and Crest).
- Relevant staff and governor training or meetings.
- Complaints procedure.
- Non-discriminatory employment practice.
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement.
- Transition activities, both infant and secondary school phases e.g. additional visits for Special Educational Needs and Disabilities, vulnerable families targeted.
- Questionnaires – both annual questionnaire and disability questionnaire to new families.
- Pupil opportunities of responsibility open to all e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

Main Issues

1. Maintaining up-to-date Continuous Professional Development regarding disabilities of Special Educational Needs and Disabilities, specific knowledge, updates and how to support pupils.
2. Views of the wider community and parental points of view.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Working with outside agencies e.g. Educational Psychologist, Therapeutic Thinking Support Team, school nurse, English as an Additional Language support, Traveller Welfare, Education Welfare Officer, Special Inclusion Support Team, Speech and Language, Cognition and Learning Team, Autism Advisory Team, Sensory Consortium, Mental Health Support Team.
- Tracking of Special Educational Needs and Disabilities children and groups.
- School resources used to support those with Special Educational Needs and Disabilities i.e. Staffing (see Special Educational Needs and Disabilities files for individual and group support).

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Foster good relations and community cohesion by:

- Aspects of the curriculum which promote tolerance and friendship – projects, Personal Social and Health Education, collective worship, visitors.
- Transition activities from infant to junior school and junior to secondary school, and between year groups.
- Additional coffee mornings for vulnerable families.
- Links with other local schools.
- Opportunities for children to participate in decision making e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Opportunities for positions of responsibility e.g. e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders – inviting members of the community in to support the schools eco efforts.
- Community volunteers to support the children's learning e.g. ABC to Read, volunteers hearing children read.
- Parents, Teachers and Friends Association.
- Links in the community e.g. Mortimer Village Partnership.

What has been the impact of our activities? What do we plan to do next?

- Continue to forge links with a Nandyal CSI school (India) and increase pupils' awareness of other cultures.
- Working with a variety of practitioners and community members.
- Continue to look at the wider curriculum to include a greater exposure of children to people with disabilities and those from other cultures.

Ethnicity and race (including English as an Additional Language learners)

Summary information:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, Support and Achievement Plans, Therapeutic Plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour and Mental Health, Special Educational Needs and Disabilities and Equality.
- Admission arrangements.
- Monitoring suspensions.
- Recording and tackling incidents of harassment (school internal records and Crest).
- Relevant staff and governor training or meetings.
- Complaints procedure.
- Non-discriminatory employment practice.
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement.
- Transition activities, both infant and secondary school phases, e.g. additional visits for Special Educational Needs and Disabilities, vulnerable families targeted.
- Questionnaires –annual questionnaire to staff, parents/carers and children.
- Pupil opportunities of responsibility open to all e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

Main Issues

1. Access to education for traveller children.
2. Children and their families lack of understanding of the difficulties/ needs of those with protected characteristics.
3. Ensuring the wider curriculum includes a greater exposure of children to people with disabilities and those from other cultures.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

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Advance equality of opportunity by:

- Working with outside agencies e.g. Educational Psychologist, Therapeutic Thinking Support Team, school nurse, English as an Additional Language support, Traveller Welfare, Education Welfare Officer, Special Inclusion Support Team, Speech and Language, Cognition and Learning Team, Autism Advisory Team, Mental Health Support Team.
- Tracking of ethnic groups and individual children.

Foster good relations and community cohesion by:

- Aspects of the curriculum which promote spiritual, moral, social and cultural – projects (see curriculum planning), Personal Social and Health Education, collective worship, visitors.
- Transition activities, both infant and secondary school phases and between year groups.
- Home visits.
- Additional coffee mornings for vulnerable infant families.
- Links with other schools.
- Opportunities for children to participate in decision making e.g. Helping Heroes, Learning Detectives, School Council, House Captains, Eco Warrior Leaders, Worship Leaders.
- Opportunities for positions of e.g. Helping Heroes, Learning Detectives, School Council, House Captains, Eco Warrior Leaders, Worship Leaders.

What has been the impact of our activities? What do we plan to do next?

- Continue to forge links with a Nandyal CSI school (India) and increase pupils' awareness of other cultures.
- Working with a variety of practitioners and community members.
- Continue to look at the wider curriculum to include a greater exposure of children to people with disabilities and those from other cultures.

Sex/Gender**Summary information:**

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, Support and Achievement Plans, Therapeutic plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour, Special Educational Needs and Disabilities and Equality.
- Admission arrangements.
- Monitoring suspensions.
- Recording and tackling incidents of harassment (school internal records and Crest).
- Relevant staff and governor training or meetings.
- Complaints procedure.
- Non-discriminatory employment practice.
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement.
- Transition activities, both infant and secondary school phases e.g. additional visits for Special Educational Needs and Disabilities, vulnerable families targeted.
- Questionnaires for children, parents/carers and staff.
- Pupil opportunities of responsibility open to all e.g. Helping Heroes, Learning Detectives, School Council, House Captains, Eco Warrior Leaders, Worship Leaders.
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Working with outside agencies e.g. Educational Psychologist, Therapeutic Thinking Support Team, school nurse, English as an Additional Language support, Traveller Welfare, Education Welfare Office and Cognition and Learning Team, Special Inclusion Support Service, Mental Health Support Team
- Tracking of gender groups and individual children.
- Curriculum flexibility to match the needs of the cohort, taking gender into account e.g. Leaders, government, representation, diversity.

Foster good relations and community cohesion by:

- Aspects of the curriculum which promote gender awareness – projects (see curriculum planning), Personal Social and Health Education, collective worship, visitors.
- Transition activities, both infant and secondary school phases, and between year groups.
- Home visits.
- Additional coffee mornings for vulnerable families.
- Links with other schools.
- Opportunities for children to participate in decision making e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Opportunities for positions of responsibility e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Opportunities for visitors to come into school to share different talents and occupations.

What has been the impact of our activities? What do we plan to do next?

- Reviewed Personal Social and Health Education curriculum to include a greater exposure of children to a range of successful people of all genders.
- Continue to adapt and develop the integrated curriculum to include a greater exposure of children to a range of successful people of all genders.
- Continue to adapt and develop the integrated curriculum to ensure that the curriculum provision matches the needs of all genders.
- Challenge gender stereotypes when children are playing or during curriculum planning e.g. dinosaurs are not only for boys.
- Ensure all staff are trained in understanding LGBT+ (lesbian, gay, bisexual and transgender/transsexual) issues and how it can affect children.
- Increase resources in the school that show an understanding of LGBT+ (lesbian, gay, bisexual and transgender/transsexual) and different family formations.
- Continue to encourage competitive sport for all genders.

Religion and belief

Summary information:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, Support and Achievement Plans, Therapeutic Plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour and Mental Health, Special Educational Needs and Disabilities and Equality.
- Admission arrangements.
- Monitoring suspensions.
- Relevant staff and governor training or meetings.
- Complaints procedure.
- Non-discriminatory employment practice.
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement.

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- Transition activities, both infant and secondary school phases e.g. additional visits for Special Educational Needs and Disabilities, vulnerable families targeted.
- Pupil opportunities of responsibility open to all e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Tracking of groups and individual children.
- Reviewed Personal Social and Health Education curriculum to include a greater exposure of children to people from different religious beliefs and those from other cultures.

Foster good relations and community cohesion by:

- Aspects of the curriculum which promote spiritual, moral, social and cultural – projects (see curriculum planning), Personal Social and Health Education, visitors.
- Visitors of different faiths (see collective worship planning).
- Transition activities, both infant and secondary school phases and between year groups.
- Home visits.
- Additional coffee mornings for vulnerable families.
- Links with other schools.
- Opportunities for children to participate in decision making e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Opportunities for positions of responsibility e.g. Helping Heroes, Learning Champions, House Captains, Eco Warrior Leaders, Worship Leaders.
- Providing Pastoral Support to the families most in need.
- The children experience worship with the Parish Vicar.
- Children take part in termly services in the Parish Church.

What has been the impact of our activities? What do we plan to do next?

- Reviewed Personal Social and Health Education curriculum to include a greater exposure of children to a range of successful people of different religious background.
- Continue to adapt and develop the integrated curriculum to include a greater exposure of children to a range of people from different religious background.
- Continue to encourage visitors of different faiths as well as visits to different places of religious worship.

Sexual orientation

Summary information:

- Policies, such as Anti-bullying, Behaviour and Mental Health, Special Educational Needs and Disabilities and Equality.
- Monitoring exclusions.
- Recording and tackling incidents of harassment (school internal records and Crest).
- Relevant staff and governor training or meetings.
- Complaints procedure.
- Non-discriminatory employment practice.
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement.
- Transition activities, both infant and secondary school phases e.g. additional visits for Special Educational Needs and Disabilities, vulnerable families targeted for additional support.
- Pupil opportunities of responsibility open to all e.g. Helping Heroes, Learning Detectives, School Council, House Captains, Eco Warrior Leaders, Worship Leaders.

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- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgender (LGBT). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Working with outside agencies e.g. Educational Psychologist, Therapeutic Thinking Support Team, school nurse, English as an Additional Language support, Traveller Welfare, Education Welfare Office and Cognition and Learning Team, Special Inclusion Support Service, Mental Health Support Team.
- Tracking of gender groups and individual children.
- Reviewed Personal Social and Health Education curriculum.

Foster good relations and community cohesion by:

- Aspects of the curriculum which promote gender awareness – projects (see curriculum planning), Personal Social and Health Education, collective worship, visitors.
- Transition activities both infant and secondary school phases and between year groups.
- Home visits.
- Emotional Literacy Support Assistants.
- Links with other Local schools.
- Diocese.
- Part of the Downlands Alliance to support Continuous Professional Development for staff.

What has been the impact of our activities? What do we plan to do next?

- Reviewed Personal Social and Health Education curriculum to include a greater exposure and acceptance of people from different religious backgrounds, ethnicity and gender.
- Review Personal Social and Health Education curriculum to ensure children have age-appropriate lessons on different families and celebrating difference.
- Continue to adapt and develop the integrated curriculum to include a greater exposure of children to a range of people with different sexual orientations.
- Review books in the library and ensure that there are books celebrating difference and different families.

Part 4: Who we have consulted and worked with

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objects and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are easily accessible to all pupils and parents/carers.
- High quality information is communicated through regular newsletters, school website, and information emails.
- Important information is shared with parents/carers and the wider community as soon as possible.
- Parent/carer workshops are held on subjects to share information and provide resources to support children in different areas of the curriculum including personal wellbeing.

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Record of consultation and engagement

Who we consult	Summary	Action Taken
Survey for pupils, parents/carers and staff	A range of generic and tailored questions is asked to ascertain stakeholders' views.	Key points are fed back and acted on as necessary.
Communication (emails, Parents' Evenings, workshops)	Any member of the school community can use these times to inform school of any issues or questions.	Acted on as necessary.
Website	Policies uploaded for parents/carers to view. Discussions about policies are welcome.	Acted on as necessary.
RSE Consultation	Policies disseminated to all stakeholders and forums established to consult on questions and issues.	Acted on as necessary.

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To promote equality and diversity across the school community, within the curriculum, as well as broader learning experiences.

Progress we are making on this objective:

- Continue to review the curriculum and make adaptations.
- Continue to review the Personal, Social, Health and Economic Education curriculum to ensure it reflects the diversity of the local area and world beyond.
- Religious and Worldviews curriculum is increasing children's exposure to people from different religions.
- Recruitment strives to showcase diversity.

Equality objective 2:

To increase knowledge and understanding of a range of Special Educational Needs and Disabilities.

Progress we are making on this objective:

- Continued Professional development is sourced to support the knowledge of all staff.
- Continuing to ensure the Special Educational Needs and Disabilities Policy is followed by all members of staff.