

# Burlington Junior School



## Equality Policy (including Accessibility Plan)



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## Our Vision

At Burlington Junior School our core aims and values are carefully threaded through everything that we do. Our curriculum intent is to ensure that all our children:

- Are emotionally healthy, socially confident and understand how to have positive relationships with others.
- Enjoy enrichment experiences to gain knowledge and develop rich vocabulary.
- Be motivated and driven to achieve their full potential.
- Respect diversity and individuality and make a positive contribution to society.
- Are equipped with the skills, knowledge and understanding to be confident learners.

## The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

### Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Burlington Junior School to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

### Definitions

Burlington Junior School recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

**Direct discrimination** – Treating someone less favourably because they have a protected characteristic

**Discrimination by perception** – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

**Discrimination by association** – Treating someone less favourably because they are associated with someone with a protected characteristic

**Indirect discrimination** – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

**Harassment** – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

**Victimisation** – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

## Reasonable Adjustments

**Disability** is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Burlington Junior School is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Burlington Junior School will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

## Accessibility Plan

Burlington Junior School aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

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

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out July 2022 by various members of staff and parents. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

## The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

### The 'general' equality duty

The general duty requires Burlington Junior School to have 'due regard', or think about the need to:

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

**All staff are responsible for having due regard for the three general equality aims.**

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Burlington Junior School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Burlington Junior School to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

## Equality Objectives 2022-2026

As stated above, Burlington Junior School is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Aileen Moss is the Chair. Our objectives are set out below:

<b>1</b>	<b>Prepare the school community for living in a diverse cultural world</b>
<b>2</b>	<b>Develop the equality knowledge and skills of staff and governors through relevant training</b>
<b>3</b>	<b>To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities</b>

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

## Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Burlington Junior School and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Available on DfE site via link on school website
School performance data e.g. attainment, absence/attendance	✓	School website
Governing body minutes	No	
Anti-bullying policy	✓	School website
School development plan	No	
Equality training materials	No	
Parent and pupil surveys	No	
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

## School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Burlington Junior School Equality Policy.**

## References

*Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012*

*Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014*

*Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015*

*GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6*



## Appendix 1: Burlington Junior School Accessibility Plan 2022-2025

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2025 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

**The plan shows the ways in which Burlington Junior School intends, over time, to achieve the following three aims:**

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

**The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.**

### Accessibility Plan 2022-2025

#### Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Have access to appropriate resources, including manipulatives and other relevant materials.	<ul style="list-style-type: none"> <li>• Classteacher to work with SENCo to identify specific needs of pupils with any disabilities.</li> <li>• Classteacher to liaise with English leader to provide appropriate resources.</li> <li>• SLT to monitor and follow up where necessary.</li> </ul>	Ongoing as needs change	SENCO	Manipulatives - £300	Resources have been purchased for specific pupils as needs have changed and new children entered.
To attend extra-curricular clubs.	<ul style="list-style-type: none"> <li>• Classteacher and TA to find out what interests the pupil with disabilities has and pass to SLT to ensure child can access clubs which interest them.</li> <li>• SENCo/SLT to liaise with provider of club and monitor provision and review as appropriate.</li> </ul>	Ongoing Termly review	Classteacher SLT SENCo Club provider Office staff		All children are able to attend clubs, where needed additional members of staff have supported children to access extra-curricular activities.
Increase the amount of pupils accessing music tuition.	<ul style="list-style-type: none"> <li>• Promote tuition availability regularly to all students and parents on Class dojo.</li> <li>• SENCo/Music lead to liaise with Peripatetic teacher.</li> <li>• Make reasonable adjustments to support access to music lessons.</li> </ul>	Ongoing Termly review	SENCo Music Lead		Continue to promote music lessons, through assemblies etc.
To participate in enrichment activities, including visit and visitors.	<ul style="list-style-type: none"> <li>• Classteacher to liaise with SENCo and parents to consider any reasonable adjustments which need to be made to enable the children with disabilities to participate in enrichment activities.</li> </ul>	Whenever planned	Classteacher SENCo		Additional members of staff planned to support trips. SENCO supported one child, who was a wheelchair user, to engage and access our

					London residential. Headteacher liaised with key staff to ensure all safety aspects were addressed.
To provide positive role models, including disabled people.	<ul style="list-style-type: none"> <li>Subject leader for PSHC and British Values to ensure the curriculum provision includes references to people with disabilities.</li> <li>SLT to plan in assemblies which include some reference to people with disabilities and to raise awareness and celebrate diversity.</li> </ul>	Reviewed termly	PSHC leader SLT		PSHE lead has completed multiple assemblies regarding positive role models and disabilities. This will continue.
<b>Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>					
<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
To have access to suitable play equipment.	<ul style="list-style-type: none"> <li>SENCO to liaise with lunchtime staff to suggest suitable playground equipment for children with disabilities.</li> <li>PSA to train playground pals to effectively include children with disabilities in their games.</li> </ul>	Reviewed termly	SENCO PSA Lunchtime staff	Purchase relevant equipment	Suitable play equipment purchased for each year group. Will continue to be monitored and adjusted as needs change/evolve.
To access relevant areas within school.	<ul style="list-style-type: none"> <li>SLT to ensure furniture in reception is rearranged to enable constant access to the lift.</li> <li>Classteacher to ensure classroom is organised in such a way as to enable access to relevant areas and resources.</li> <li>Designated wheelchair space to be allocated for children for assemblies in the hall – where the need arises.</li> </ul>	Ongoing	SLT Teacher		Constantly addressed and monitored to ensure access for all. New light system has been a positive for those with visual impairments.

Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To have appropriate displays for children with disabilities.	<ul style="list-style-type: none"> <li>• SENCo to make new classteacher aware of any specific needs for children in their class e.g colour overlay, coloured paper.</li> <li>• On a daily basis Classteacher and TA to ensure appropriate provision is made.</li> </ul>	Ongoing	Classteacher TA SENCo		Overlays in place, for those needed. Sound buttons used for those pupils with Visual impairments – this has been particularly successful. Vision team have also provided additional training materials for staff with regards to key pupils and this has been received well.
Parents are able to access written material in alternative formats, where requested.	<ul style="list-style-type: none"> <li>• Ensure that any documents are available on request in alternative formats (large font, Arabic etc) and to ensure this is clear on the school website.</li> </ul>	Ongoing	Office staff		Parents are able to request paper copies of letters, some also request on specific coloured paper and the office are able to provide this. Some parents require translated documentation and this is also provided. Class dojo is also used as this allows parents/carers to view the information in their home language.

## Appendix 2: Burlington Junior School's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2022-23)

### Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Burlington Junior School has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2021-22	Examples/Evidence for 2022-23
<p><b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b></p>	<ul style="list-style-type: none"> <li>• Children continue to receive input regarding anti-bullying through anti-bullying week lessons, PSHE lessons and assemblies.</li> <li>• The school use the 'Jigsaw' scheme of work for supporting the teaching of PSHE and this includes and embeds the principles of 'celebrating differences' and 'citizenship'.</li> <li>• Children with SEND are well-supported in school.</li> <li>• Staff have been trained to provide support in intimate care, diabetes and epilepsy.</li> <li>• Where children have been excluded, this has been done in line with the policies and procedures adopted by the school and LA.</li> <li>• Children have had opportunities to look at different families through PSHE lessons.</li> <li>• Physical management training is given to relevant staff to help children with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Children continue to receive input regarding anti-bullying through anti-bullying week lessons, PSHE lessons and assemblies, as well as through the newly adopted Computing curriculum.</li> <li>• The school use the 'Jigsaw' scheme of work for supporting the teaching of PSHE and this includes and embeds the principles of 'celebrating differences' and 'citizenship'.</li> <li>• Children with SEND are well-supported in school.</li> <li>• Staff have been trained to provide support in intimate care, diabetes and epilepsy.</li> <li>• Where children have been given a fixed term suspension, this has been done in line with the policies and procedures adopted by the school and LA.</li> <li>• Children have had opportunities to look at different families through PSHE lessons and there has been an increase in focus on the 6 protected characteristics.</li> </ul>

	<ul style="list-style-type: none"> <li>• Refugee children are made to feel included within school environment and supported into school rules and systems etc.</li> <li>• PCSO has been involved in supporting to teach the UKS2 children about 'Hate Crime'. What this means and what the consequences for actions are.</li> <li>• Across the school, we have started to embed more diversity in the texts that the children are exposed to.</li> <li>• A new Behaviour policy has been developed by the school which supports the equality aims.</li> </ul>	<p>This is also referred to during our 'Picture News' sessions and assemblies.</p> <ul style="list-style-type: none"> <li>• Physical management training is given to relevant staff to help children with disabilities.</li> <li>• Refugee children are made to feel included within school environment and supported into school rules and systems etc.</li> <li>• PCSO has been involved in supporting to teach the UKS2, and a specific LKS2 cohort, about 'Hate Crime'. What this means and what the consequences for actions are.</li> <li>• Across the school, each year group has at least one text which explores some form of diversity.</li> <li>• The behaviour policy is now embedded in school and supports the equality aims.</li> </ul>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• Inclusive practice has ensured that children with protected characteristics have been able to participate in activities such as swimming lessons, educational visits, including those specifically for children with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive practice has ensured that children with protected characteristics have been able to participate in activities such as swimming lessons, educational visits, including those specifically for children with SEND. With specific reference to our Y6 residential, adjustments and support was provided to ensure all pupils were able to access and be fully included in all activities.</li> </ul>
<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• Children with SEND have been able to participate in sporting activities with children from other schools who also have SEND, providing an opportunity for them to develop relationships with new peers.</li> <li>• The use of Class Dojo allows information to be translated for parents and allows them to access the information we present in their 1<sup>st</sup> language.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND continue to participate in sporting activities with children from other schools who also have SEND, providing an opportunity for them to develop relationships with new peers.</li> <li>• The school continues to use Class Dojo, as it allows information to be translated for parents and allows them to access the information we present in their 1<sup>st</sup> language.</li> </ul>

Burlington Junior School collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Burlington Junior School and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

## Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Burlington Junior School's equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p><b>Prepare the school community for living in a diverse cultural world</b></p>	<p>School themes each half term promote 'British Values'.</p> <p>Each week the children take part in 'Picture News' which highlights key events which are happening in the world. This helps to build up their knowledge of the world around them and the differences that people experience in other parts of the world.</p> <p>Most year groups now have a class text which has a 'PSHE' theme. Year 3 – Amazing Grace, Year 5 – The Boy at the Back of the Class and Year 6 – Wonder.</p> <p>Due to the national lockdown, we have not been able to have as many visitors or experiences as we would have liked, but have tried to use virtual meetings to support this. We have had a range of STEM visitors virtually.</p>	<p>School themes each half term promote 'British Values'. This also feeds into the school's long term plans and is communicated with parents each half term.</p> <p>Each week the children take part in 'Picture News' which highlights key events which are happening in the world. This helps to build up their knowledge of the world around them and the differences that people experience in other parts of the world. It also relates to the UN rights of the child, the six protected characteristics and British Values.</p> <p>Most year groups now have a class text which has a 'PSHE' theme. Year 3 – Amazing Grace, Year 4 – The Girl who Stole the Elephant, Year 5 – The Boy at the Back of the Class and Year 6 – Wonder.</p> <p>The school has hosted an RE event, which allowed pupils to engage with members of different faith communities.</p> <p>The Y6 pupils attended their residential in London which supported their understanding of a diverse cultural world.</p>
<p><b>Develop the equality knowledge and skills of staff and governors through relevant training</b></p>	<p>Staff complete Equality and Diversity Training E-Learning package provided by the East Riding.</p>	<p>Staff complete Equality and Diversity Training E-Learning package provided by the East Riding.</p>



Equality Objective	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p><b>To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities</b></p>	<p>All SEND pupils are able to access any after school club activity.</p> <p>SEND pupils continue to take part in the Panathlon event each year.</p>	<p>All SEND pupils are able to access any after school club activity.</p> <p>SEND pupils continue to take part in the Panathlon event each year.</p> <p>School makes reasonable adjustments to ensure SEND students are able to access all areas of the curriculum, including events and activities. Sometimes this is communicating with parents to ensure specific provision in place and support. Additional staff and resources are sometimes necessary. Especially equipment like ear defenders.</p>