

Market Weighton Infant School



Equality Policy (including Accessibility Plan)



Effective Date	September 2021
Date Reviewed	September 2023
Date Due for Review	September 2024
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Our Purpose & Aims

Core Purpose

To help children to do today what they will be able to do independently tomorrow by becoming confident, successful life-long learners and responsible citizens.

Our School Aims

At MWIS, we recognise that starting school is an important step in your child's life. Your child will be taking their first steps into the world of education and first impressions count. Working closely with our parents, we want to ensure that children have the very best start to help prepare them for their future learning.

1. Environment	To create irresistible learning spaces The environment will enchant, engage and inspire children by reflecting their fascinations and learning styles.
2. High expectations	To challenge children so that they not only develop their potential, but achieve the unexpected so that they amaze themselves, and us! Learning will be challenging and children will be able to take risks without fear of failure and see their mistakes as a vital form of learning.
3. Behaviour & attitude	To provide a powerful sense of familiarity, respect and security Children will feel physically and emotionally safe through the relationships they develop with staff and with one another so that they are engaged and possess the motivation to learn. Children will enjoy celebrating their success!
4. Speech & Language	To develop a language rich environment Children will use language to develop relationships, understand, express and manage feelings, to think and learn, and to be creative.
5. Active learning	To offer active, independent learning experiences Learning experiences will be play-based or active, enabling children time to practice, explore, observe, investigate, repeat, copy, problem solve and represent.

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 Market Weighton Infant 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

Market Weighton Infant 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.

Market Weighton Infant 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.

Market Weighton Infant 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 & Disabilities (SEND). Many disabled pupils may receive support in school through the SEND framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEND 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

Market Weighton Infant 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 in April 2021, by various members of staff, parents and pupils. 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 Market Weighton Infant 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 Market Weighton Infant School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Market Weighton Infants 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 2021-2025

As stated above, Market Weighton Infant 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 Mrs N Lazenby is the Chair. Our objectives are set out below:

1	To develop further the equality knowledge and skills of all staff and governors
2	To support and encourage EAL pupils and families to ensure they are as fully able as possible to participate in the school's activities

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 Market Weighton Infant 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)	✓	School website
School performance data e.g. attainment, absence/attendance	✓	School website links to Department of Education Performance Tables
Governing body minutes	✓	Able to view in school office / County Hall
Anti-bullying policy	✓	School website
School development plan	✓	School website
Equality training materials	✓	Available to view at school office
Parent and pupil surveys	✓	School newsletters, school website
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	N/A

School Responsibilities

The Head Teacher 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 Market Weighton Infant 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: Market Weighton Infant School Accessibility Plan

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 2024 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 Market Weighton Infant 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 2021-2024					
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
In-house specialist available to provide advice for disabled pupils	SENDCO participates in NASENCO training.	2021-2022	SENDCO	£3,000 plus supply costs	SENDCO started NASENCO training in September 2020 & regularly attended training days; NASENCO training successfully completed May 2022. As a result, SENDCO is qualified and experienced. All referrals are accurate and successful.
SEND training undertaken to upskill staff skills and knowledge	Staff participate in SEND training as per need	Ongoing	SENDCO	£245 per course, plus supply costs at £200 per day for a teacher and £100 per day for TAs	- Autism and Sensory training for all staff with Inclusion Practitioner (spring 2021). - Communication in the Early Years training with Inclusion Practitioner (spring 2021) for EYFS staff to support a child with ASD. - Physiotherapy training to support a child with a disability (summer 2021). - ERYC SEND Funding Model course attended by SENDCO (autumn 2022). - SENDCO Forum attended plus six training courses undertaken (spring 2023).

				DFE funded	• Team Teach training undertaken x 4 staff (autumn & spring term 2022/3) • SENDCO participation in Senior Mental Health training funded by DfE in summer 2023.
All policies reflect inclusive practice and procedure	Review all statutory policies to ensure they reflect inclusive practice/ procedure. Ensure this is discussed/added to committee minutes.	Ongoing	Headteacher/ School Business Manager/ governors	N/A	This began from June 2021 and is reflected in the governing board committee minutes. Equality impact analysis is included at the end of every school policy.
All children have full access to the curriculum	Monitor teaching and learning to ensure all children are being offered: • A differentiated curriculum, with appropriate resources or equipment provided for pupils with disabilities. • A range of support, including that from trained teaching assistants.	Ongoing	Senior Management Team/SENDCO	Resources purchased when required from SEND budget. Support staff training provided as necessary and funded through staff training budget. Monitoring time provided through HLTA cover from supply budget.	In 2020-21 and 21-22 staff worked alongside the Behaviour Support Team to fund additional staff to support children with an identified need. Throughout 2020-2023, ELSA trained staff provided support for children which is regularly monitored by the school SENDCO; the SENDCO purchased appropriate resources to support children's access to the curriculum. In 2022-2023, dyslexia 1:1 support arranged and colour-blindness screening carried out. These helped identify needs so

					that the curriculum could be adapted to support the individuals involved. In 2022-23, 1:1 support with specialist TA was provided to support three children to access the early years curriculum.
To ensure that the needs of all disabled pupils, parents and staff are represented positively within the school	• Raise awareness of disabilities through teaching and learning by creating positive images of disability within the school. • Deliver assemblies which include some reference to people with disabilities.	Ongoing	Subject Leaders/Senior Management Team, SENDCO, Headteacher, SEN Governor	£600	This began in the academic year 2021-22 and will be taught through books and stories such as "All are Welcome" by Penfold & Kaufman. In 2022-23, diversity programme introduced with the purchase of age appropriate story books for each year group from Nursery to Y2 to promote equality and diversity.
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To enable the sensory needs of disabled pupils to be met	Develop a sensory room within the school for use by pupils and the wider local community.	June-August 2021	Headteacher/ SENDCO/ Chair of Governors / MWISFC	£14,800 (£6,000 grant from Sancton Wind Farm & £2,000 from Massey Trust).	• Autumn Term: application of grant & development of plans. • 22/02/21: MWISFC project kick-off meeting. • 4/21: visits from contractors.

					• 10/22: sensory room completion and grand opening. • 22-23: staff training in use of sensory room. • 21-23: room used for children with SEND and social and emotional difficulties. • 22-23: room let out for individual community use.
To ensure that the medical needs of all pupils are met fully within the capability of the school	To work with parents, pupils and external agencies to identify training needs and establish protocols where needed.	Ongoing according to pupil need	SENDCO, Headteacher and School Business Manager	Costs of staff training & support staff overtime.	• Regular asthma training & review of asthma procedures throughout 2021, 2022 and 2023. School to work towards Asthma Friendly Schools Award in 2024. • Regular diabetic training & review of diabetic procedures throughout 21-22. • Regular visits from occupational therapists to ensure adequacy of facilities for new 2021 starters with medical needs; visits continued throughout 21/22/23 to ensure physical needs are being met eg. purchase of appropriate chair.

Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Availability of written material in alternative formats when specifically requested	Alternative formats to be made available as and when requested.	ongoing	School Business Manager	Resource and admin costs eg photocopying/ enlarging print/translations/coloured overlays etc.	None required to date (Summer 2023).

Appendix 2: Market Weighton Infant 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 Market Weighton Infant School has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2020/21	Examples/Evidence for 2021/22	Examples/Evidence for 2022/23
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	• All children and families are treated equally. • No exclusions recorded by school during past 3 years. • Staff Training on Behaviour Management (Spring & Summer 2021), Sensory training with Inclusion Practitioner (spring 2021). • Behaviour and Anti Bullying Policy updated and reviewed annually. • No incidents of discrimination reported. • PSHE (Personal, Social and Health Education) programme in place and delivered regularly. Several staff members have undertaken training in mental health first aid in response to the pandemic.	• All children and families are treated equally. • No exclusions recorded by school during past 3 years. • Staff Training on Behaviour Management for individual needs from Behaviour Support Team. • Behaviour and Anti Bullying Policy updated and reviewed annually. • No incidents of discrimination reported. • PSHE (Personal, Social and Health Education) programme in place and delivered regularly.	• All children and families are treated equally. • Only 1 exclusion recorded by school during past 3 years. • Staff Training on Team Teach for individual needs from Behaviour Support Team. • Behaviour and Anti Bullying Policy updated and reviewed annually. • No incidents of discrimination reported. • PSHE (Personal, Social and Health Education) programme in place and delivered regularly. • Diversity Programme introduced and implemented. • SENDCO participation in Senior Mental Health training funded by DfE in summer 2023.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Many children enter school attaining below the typical level of development for their age in every area of development and, in particular, in Communication, Language and Literacy. However, the majority of children leave school attaining in line with or above the national average. The school therefore prides itself on the good and often outstanding level of progress made by the children from on entry to exit. We have comprehensive transition arrangements in place for children joining our school or moving to the Junior School. Additional support is provided for individual children and families where needed, especially in relation to SEND or medical concerns.	Many children enter school attaining below the typical level of development for their age in every area of development and, in particular, in Communication, Language and Literacy. However, the majority of children leave school attaining in line with or above the national average. The school therefore prides itself on the good and often outstanding level of progress made by the children from on entry to exit. We have comprehensive transition arrangements in place for children joining our school or moving to the Junior School. Additional support is provided for individual children and families where needed, especially in relation to SEND or medical concerns.	Many children enter school attaining below the typical level of development for their age in every area of development and, in particular, in Communication, Language and Literacy. However, the majority of children leave school attaining in line with or above the national average. The school therefore prides itself on the good and often outstanding level of progress made by the children from on entry to exit. We have comprehensive transition arrangements in place for children joining our school or moving to the Junior School. Additional support is provided for individual children and families where needed, especially in relation to SEND or medical concerns.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	Previous adjustments made in school to accommodate children in wheelchairs have included providing disabled toilet and hoist facilities and ramps to improve access. We have "Helping Hands", a form of School Council, made up from representatives from each class. They meet regularly and suggest ideas for school improvement. They give feedback on school issues and provide an effective pupil voice. We work in close partnership with the	Previous adjustments made in school to accommodate children in wheelchairs have included providing disabled toilet and hoist facilities and ramps to improve access. We have "Helping Hands", a form of School Council, made up from representatives from each class. They meet regularly and suggest ideas for school improvement. They give feedback on school issues and provide an effective pupil voice. We work in close partnership with the	Previous adjustments made in school to accommodate children in wheelchairs have included providing disabled toilet and hoist facilities and ramps to improve access. We have "Helping Hands", a form of School Council, made up from representatives from each class. They meet regularly and suggest ideas for school improvement. They give feedback on school issues and provide an effective pupil voice. We work in close partnership with the

	private and voluntary pre-schools in the local area to share information & good practice. We also work in collaboration with our partner Junior School which shares the same site. Parents, carers and families are invited into school on a regular basis for traditional events such as Harvest Festival, Christmas performances, Easter Bonnet Parade, Sports Day and Open Evenings. These are always very well attended. They are also invited into school for regular curriculum events in the classrooms. We regularly participate in fund raising activities, particularly those that support the local community, such as an Alzheimer's Awareness day. We invest heavily in our ELSA staff who provides personal, social and emotional support for all our children and those with additional needs. We have strong community links with the local churches, businesses and residential homes. We visit regularly and hold concerts at the local church. Church visitors lead whole school assemblies each half term. Regular visits to and from places in the local community are arranged as part of our PHSE curriculum, learning about people who help us and	private and voluntary pre-schools in the local area to share information & good practice. We also work in collaboration with our partner Junior School which shares the same site. Parents, carers and families are invited into school on a regular basis for traditional events such as Harvest Festival, Christmas performances, Easter Bonnet Parade, Sports Day and Open Evenings. These are always very well attended. They are also invited into school for regular curriculum events in the classrooms. We regularly participate in fund raising activities including national events such as Red Nose Day and Children in Need. We continue to invest heavily in our ELSA staff who provides personal, social and emotional support for all our children and those with additional needs. We have strong community links with the local churches, businesses and residential homes. We visit regularly and hold concerts at the local church. Church visitors lead whole school assemblies each half term. Regular visits to and from places in the local community are arranged as part of our PHSE curriculum, learning about people who help us and	private and voluntary pre-schools in the local area to share information & good practice. We also work in collaboration with our partner Junior School which shares the same site. Parents, carers and families are invited into school on a regular basis for traditional events such as Christmas performances, Easter Concert, Sports Day and Open Evenings. These are always very well attended. We regularly participate in fundraising activities including national events such as Red Nose Day and Children in Need. We continue to invest heavily in our ELSA staff who provide personal, social and emotional support for all our children and those with additional needs. We have strong community links with the local churches, businesses and residential homes. We visit regularly. Church visitors lead whole school assemblies each half term. Regular visits to and from places in the local community are arranged as part of our PHSE curriculum, learning about people who help us and how to keep safe, e.g. vets, fire officers. Much work has taken place to dispel stereotypes, eg. by inviting female soldiers in to talk to the children (summer 2023) and inviting a
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	how to keep safe, e.g. Police Community Support Officers, Fire Officers and Lifeboat Crew. Staff receive regular training on medical conditions, as necessary, including diabetes, lifting and handling, physiotherapy, speech and language therapy.	how to keep safe, e.g. vets, fire officers. Staff receive regular training on medical conditions, as necessary, including diabetes, lifting and handling, physiotherapy, speech and language therapy.	disabled ex- pupil into school to talk about her school success. Staff receive regular training on medical conditions, as necessary, including blood disorders, lifting and handling, physiotherapy, speech and language therapy.
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Market Weighton Infant School collect information relating to employees who share a protected characteristic and information relating to pupils, or any other people who are affected by the school's 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 Market Weighton Infant 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 Market Weighton Infant School's equality objectives for 2022/23.

Equality Objective	Progress 2020/21	Progress 2021/22	Progress 2022/23
To develop further the equality knowledge and skills of all staff and governors	This will take place during the academic year 2021-22.	This will take place during the academic year 2022-23.	2 governors participated in Equality & Diversity training.
To support and encourage EAL pupils and families to ensure they are as fully able as possible to participate in the school's activities	During the partial closure of the school from January-March 2021, teachers provided additional support to parents of EAL children via the telephone or MS Teams. This helped to ensure that the parents understood the weekly set tasks and could support their child's learning at home.	Children with EAL are supported according to their individual needs. For example, they made need additional instruction or visual prompts to support their understanding.	Children with EAL are supported according to their individual needs. For example, they may need additional instruction or visual prompts to support their understanding.