

MINCHINHAMPTON PRIMARY SCHOOL
Focused governor committee visits

Policy and SDP priority links

Equalities

Agreed visit details

Governor(s)	Activity	Date and time
Kimberly Downton	Completion of the equalities audit and review of results	Audit closed January 2023 Results reviewed February 2023

Outcomes, progress, barriers and evidence

Equalities Survey January 2023.

Number of completed surveys:-

Staff: **22** (12 teachers, 6 teaching assistants, 4 other (e.g. office)

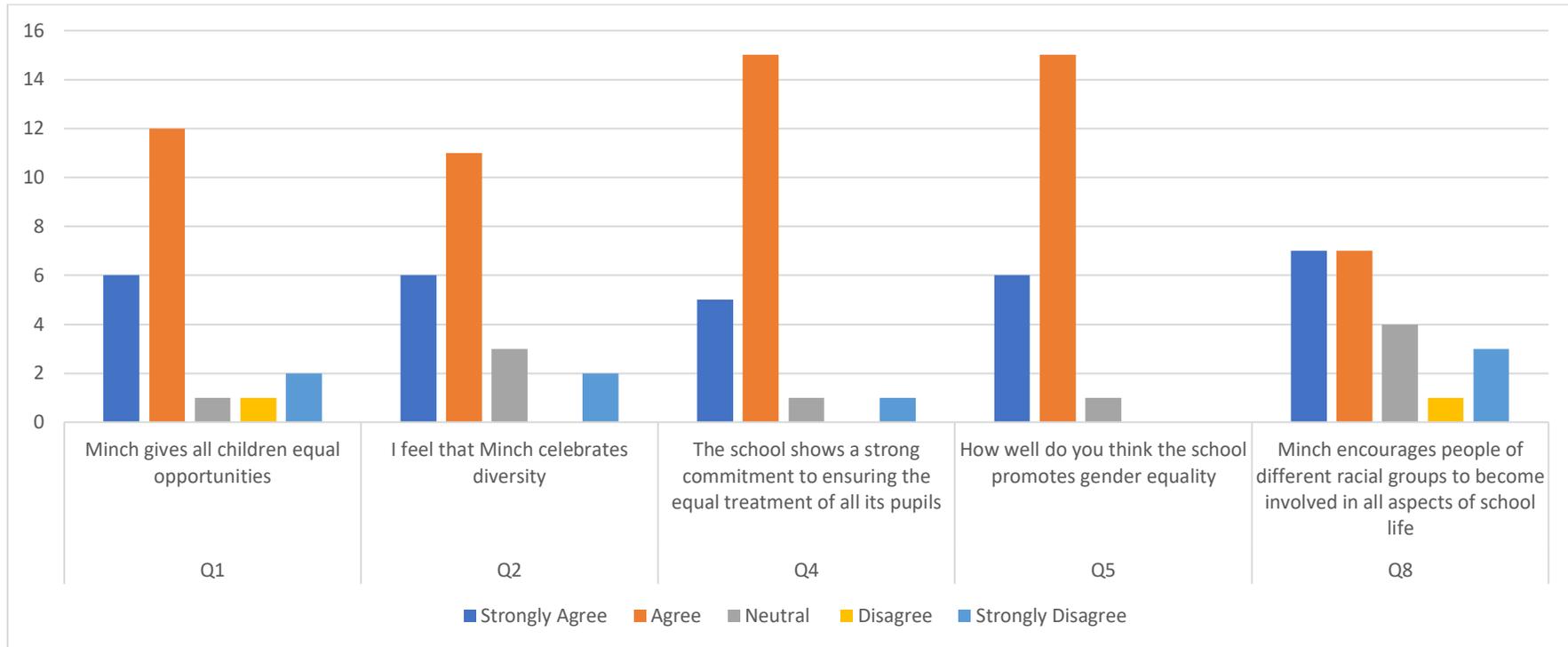
Parents: **46** (16 KS1; 30 KS2)

Data headlines below

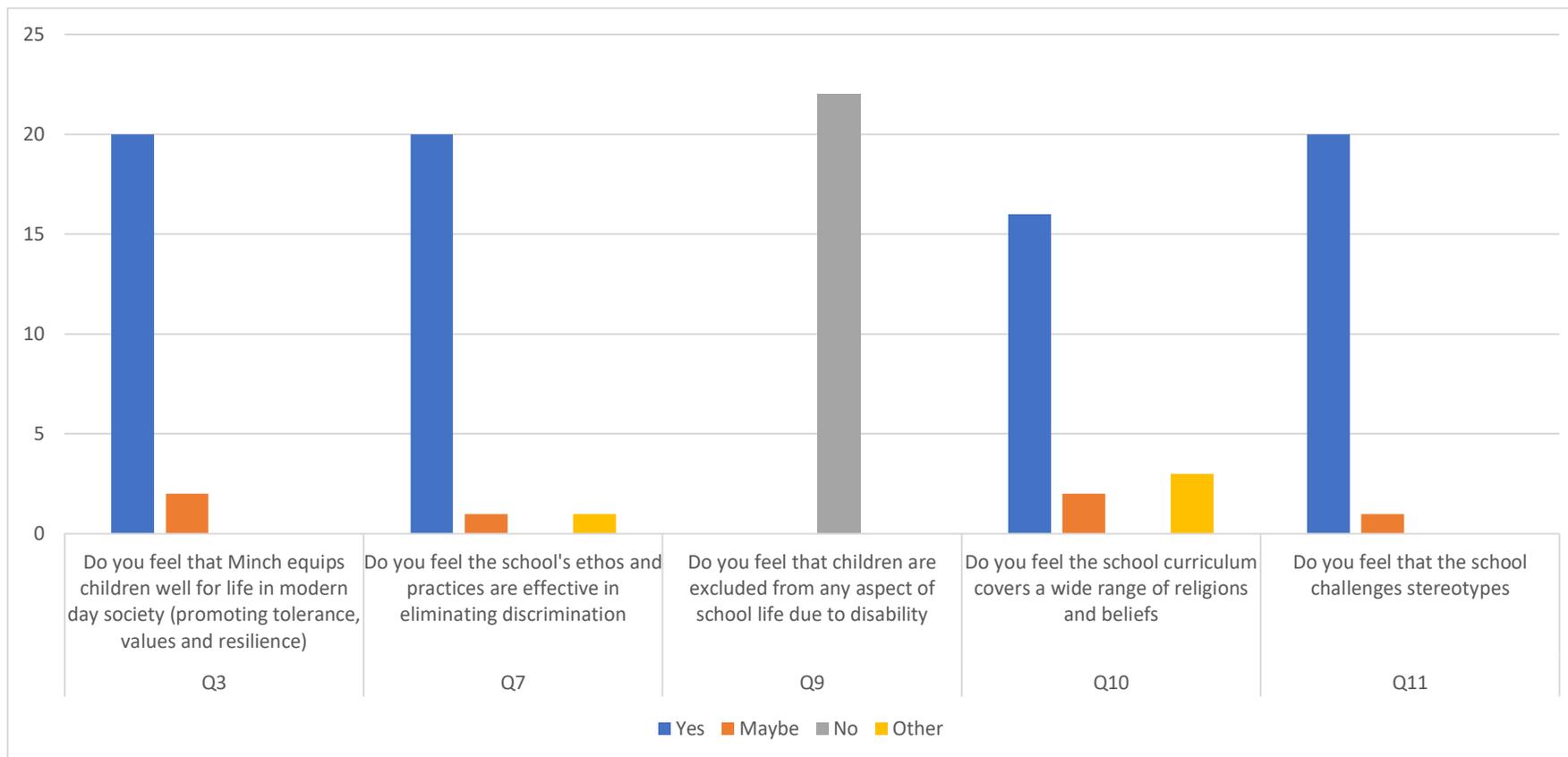
Implications for governing body

- Need to identify strategic priorities based on the results of the survey.
- Need to report back to staff and parents on any new plans/initiatives/strategies to put in place as a result.

STAFF



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1. Can you think of any ways we could improve our support for children with disabilities in school?

- These pupils need the opportunity to present themselves to the school e.g. assembly all about them – was done in Summer 22 with Sebby (then Y3) talking about how he has to live life as a disabled child
- We need to have more visitors into the school to talk about disabilities and have opportunities for pupils to experience sports e.g. Paralympic style, wheelchair rugby etc.
- More visual resources i.e. Makaton placed around the school
- More training opportunities – especially for TAs
- Continued opportunities to shine
- Try and support their individual needs
- Better knowledge and provision in advance
- I think it would be useful to inform other parents on diverse needs across the school and that when they see another child receiving support this is not 'special treatment'
- Whole school initiatives / events aimed at greater inclusion and understanding

2. Can you think of any ways that we can improve the support for children/parents/carers/visitors with disabilities when they need to come into school?

- Staff room does not have disabled access – always found that strange
- More time; better space
- Making sure that pathways inside the school are clear and tidy
- More space in shared areas not so cluttered
- Ways in which we communicate

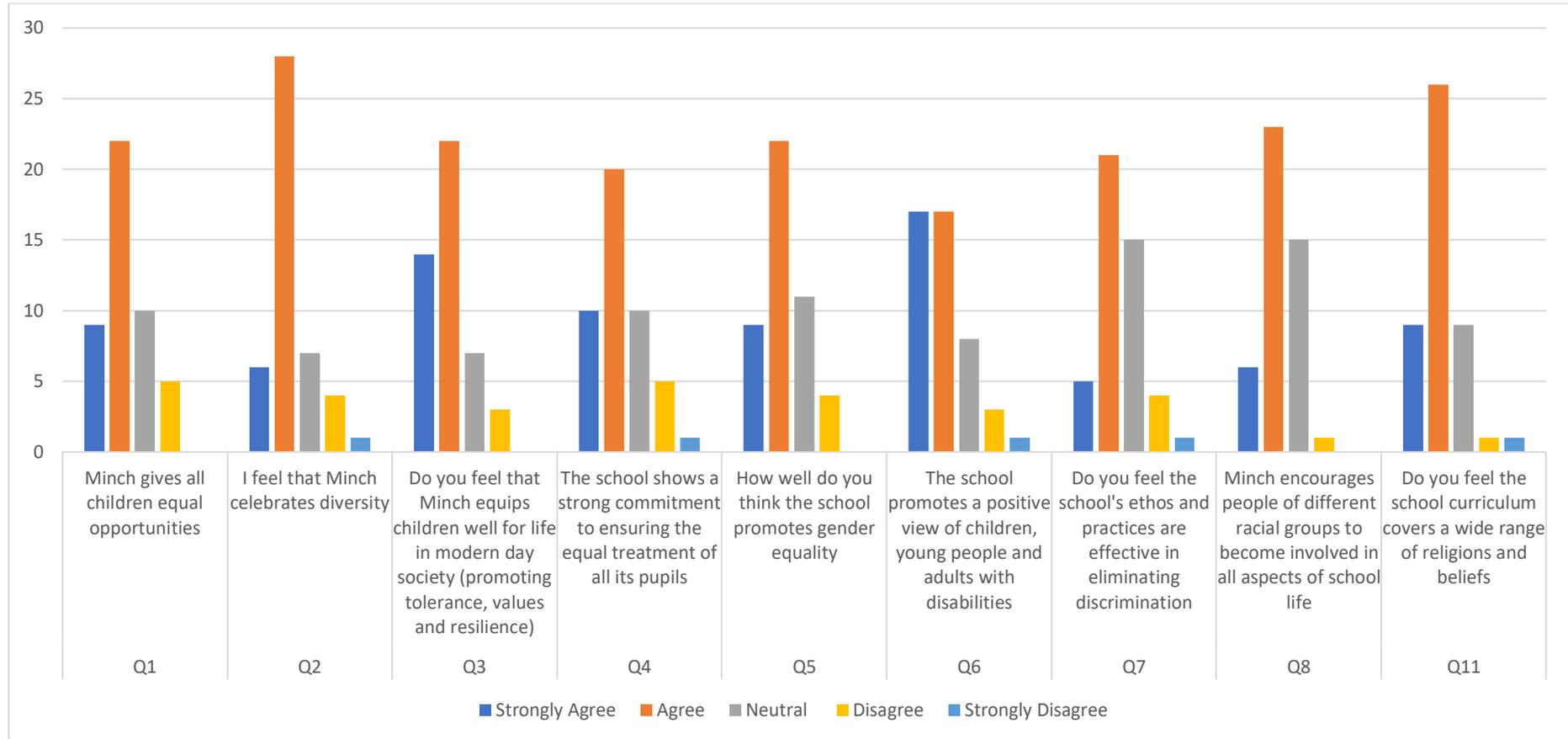
3. Please let us know if you have a disability of any kind so that we can work to accommodate your needs

- Dyslexic (Teacher)

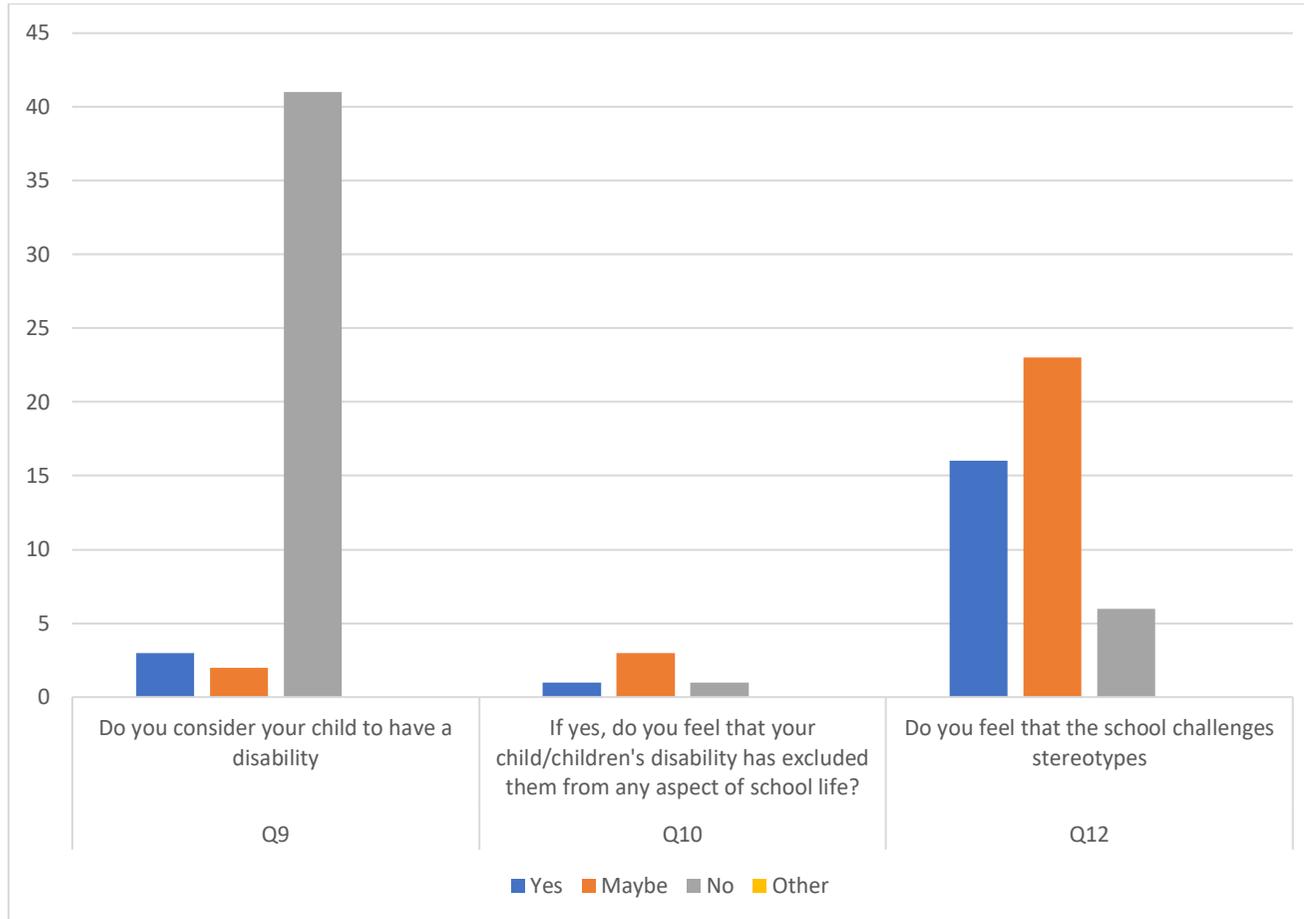
4. Do you feel that the school curriculum covers a wide range of religions and beliefs?

- Better coverage of non-Christian needed
- Maybe have visitors / speakers from other religions to speak in school
- We are tied by the Evangelical planning of the Diocese

PARENTS



PARENTS



PARENTS

1. Can you think of any ways we could improve our support for children with disabilities in school?

- Better / more staff training for children with SEN
- Keep My Plans up to date and have regular team around the child meetings
- Applying for EHCP as soon as you know they are needed
- More effective communication with parents
- Specialist facilities
- Broadening and deepening of staff training and experience
- Specialist recruitment
- Secondments and sabbatical opportunities
- More training on neurodiversity/SEN
- It'd be good if children had an understanding of different types of disabilities and learning needs as well as different types of discrimination
- More training on neurodiversity
- Start EHCP process when child first needs support
- Picking up neurodiversity, particularly ADHD in girls who use masking behaviour
- More support for children, within class and certainly at break/lunch times
- Without sufficient funding I think is unlikely to improve

2. Please let us know if you have a disability of any kind so that we can work to accommodate your needs

- I have limited mobility (KS2 parent)

3. Can you think of any ways that we can improve the support for children/parents/carers/visitors with disabilities when they need to come into school?

- Prompt to ask about any accessibility requirements in any comms about events in school – e.g. parents evening, shows or assemblies (KS2 parent)