



Nottinghamshire  
County Council

# Accessibility Strategy

(Support to Schools)

2014-2016



“ We are committed to securing excellence in education for all and we want to enable all young people in Nottinghamshire to fulfill their potential. ”

Nottinghamshire County Council  
Strategic Plan 2014-2018

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# 1 Introduction

## 1 Introduction

**1.1** The aim of the Accessibility Strategy is to identify the methods by which Nottinghamshire County Council is able to assist pupils with Special Educational Needs and Disabilities (SEND) to access the National Curriculum. This is achieved through the provision of specialist support and a programme of improvement to the physical environment of the schools in Nottinghamshire.

### 1.2 Break-down of population

Nottinghamshire is a large and diverse county. It is estimated that there are currently 235,960 children and young people resident within the County between the ages of 0-25 and this number is projected to increase by 6% over the next 20 years. Of these children and young people, more than 1 in 5 have some degree of SEND; 1.2% having a Statement of SEND or an Education Health and Care (EHC) plan. The primary SEND needs identified by schools, broken down into educational stages are:

- Primary Schools – Speech, Language and Communication;
- Secondary Schools – Social, Emotional and Mental Health;
- Special Schools – Autistic Spectrum Disorder.

**1.3** Within Nottinghamshire there are a total of 338 schools, 282 are Primary, 45 Secondary and 11 Special. Of these, there are currently a total of 77 Academies; 35 Primary, 40 Secondary and 2 Special. For the purposes of this Strategy, the term 'Schools' will include Maintained schools, Academies, Free Schools and Voluntary Aided Schools.

### 1.4 Legislation

The Equality Act 2010 (The Act) consolidates and replaces the previous discrimination legislation for England, Scotland and Wales. The Act states that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. More guidance on the definition of disability is available from:

[www.equalityhumanrights.com/uploaded\\_files/EqualityAct/odi\\_equality\\_act\\_guidance\\_may.pdf](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/odi_equality_act_guidance_may.pdf)

(Source: Equality and Human Rights Commission Guidance 'Reasonable adjustments for disabled pupils')

A copy of the Equality Act 2010 can be accessed via the following link:

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

### 1.5 Under the Equality Act Schedule 10, the Local Authority is required to prepare and implement an Accessibility Strategy:

- for those schools and nurseries for which they are responsible
- which will increase the extent to which disabled pupils can participate in the schools' curriculums;
- which will plan the improvement of the physical environment of the schools for the purpose of increasing the extent to which pupils with SEND are able to take advantage of education and benefits, facilities or services provided or offered by the schools

- which will improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- which will indicate how the Local Authority will provide information to school governing bodies on their responsibilities with regard to the disability discrimination legislation and access issues
- which is reviewed regularly and where progress towards the aims of the Strategy are monitored appropriately.

### 1.6 Schools must implement Accessibility Plans, which will:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided (this duty is

expanded within the document 'Reasonable adjustments for disabled pupils' (please see the link to this document below):

[www.equalityhumanrights.com/sites/default/files/publication\\_pdf/Reasonable%20adjustments%20for%20disabled%20pupils\\_0.pdf](http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Reasonable%20adjustments%20for%20disabled%20pupils_0.pdf)

- improve the availability of accessible information to disabled pupils
- be regularly reviewed

**1.7** Schools and school governors have a duty under the Equality Act 2010 to make reasonable adjustments to enable pupils with SEND to access the curriculum and achieve their full potential. The County Council will assist schools and school governors to meet this duty through the provision of specialist support and advice and, where appropriate, by making physical adjustments to the fabric of the school.



## 2 Vision and Values



‘We are committed to securing excellence in education for all and we want to enable all young people in Nottinghamshire to fulfil their potential.’



(source: Nottinghamshire County Council Strategic Plan 2014-2018)

### 2 Vision and Values

**2.1** The County Council is committed to the improvement of attainment for all pupils, including those with SEND. Ensuring that learning is accessible to all children and young people in ways that will enable each individual to achieve the best outcomes for them is the guiding principle that underpins this strategy.

**2.2** Nottinghamshire County Council’s ‘Pathways to Provision’ sets out guidance to support practitioners in identifying a child, young person and/or family’s level of need, and clarifies the referral pathways to the most appropriate services. The Pathway can be accessed through the search facility on the County Council’s webpage, or by using the following link:

[www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/pathway-to-provision-documents/](http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/pathway-to-provision-documents/)

**2.3** Nottinghamshire’s SEN Strategy is currently detailed within two documents; Inclusion Plus and 5 Steps to Collective Responsibility. A comprehensive review of the Nottinghamshire SEN Strategy will take place during 2015/16.

#### a) **Inclusion Plus – SEN and Inclusion Strategy for Nottinghamshire 2009-2012**

<http://cms.nottinghamshire.gov.uk/inclusionplussenandinclusionstrategyfornottinghamshire2009-2012.pdf>

This document summarises the outcomes of a comprehensive review of SEN and Inclusion that was undertaken throughout 2008. The report identified four priorities for improvement:

- **Behaviour**

To create balanced and graduated provision and responses that meet the needs of a range of children and young people with behavioural needs. This issue was expanded within the behavior strategy – 5 Steps to Collective Responsibility.

- **Financial Resources**

Nottinghamshire has a strong partnership with schools and, in consultation with the Schools Forum, is continuing to review and adjust the devolution of funding so that it can be targeted accurately to address local need.

- **Graduated Response**

To develop a graduated range of responses, including specialist, targeted and universal support.

This is being addressed through the development of specialist support for learning in mainstream school settings; improving the physical environment within schools through the County Council's capital and maintenance programmes; developing extended services and opportunities for children and young people within the special school population

- **Integrated Locality Teams**

This initiative aims to develop an integrated, locality based support service that responds to the needs of individuals, their families and their localities. This is aimed at developing services to reduce 'gaps' in educational achievement between those pupils with SEND and those without.

- b) **5 Steps to Collective Responsibility**

This is a strategy for improving arrangements for children and young people with social emotional and behavioural difficulties (now classified as Social Emotional and Mental Health – SEMH).

A copy of the document is found at:  
<http://bit.ly/1Wtrus6>



## 3 Key Services

### 3 Key Services

**3.1** The County Council operates a number of initiatives aimed at supporting Access to the Curriculum for children and young people with SEND, including:

- The devolution of funding streams directly to schools, to enable the effective local distribution of funding. This includes:
  - Additional Family Needs Funding (schools to direct queries to casework. [teamleader@nottscc.gov.uk](mailto:teamleader@nottscc.gov.uk))
  - High Level Needs Funding (schools to direct queries to: [hln.panel@nottscc.gov.uk](mailto:hln.panel@nottscc.gov.uk))
- Physical Disability Support Service – consists of specialist teachers, who provide specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs. Referrals are usually made by Schools
- Disabled Pupils Access Panel – the panel consists of representatives from Education and Health (including specialist input from Occupational Therapists) and co-ordinates the allocation of resources to enable physical access to schools (see Section 4 – Pupil Specific Adaptations)
- Inclusive Technology Panel – the panel consists of specialist teachers from the Schools and Families Specialist Services and co-ordinates the provision of specialist ICT equipment to pupils. Referrals are usually made by schools and specialist teachers.
- Communication Aids Panel – the panel consists of representatives from Nottinghamshire County Council, Nottingham City Council and Health (including specialist advice from Speech and Language Therapists) and co-ordinates the provision of specialist communication aids to enable pupils for whom such a device is the only way that they have of communicating to

express themselves and access the National Curriculum. Referrals are made by NHS Speech and Language Therapists.

- Complex Health Needs Panel – the panel consists of representatives from Health and Education and co-ordinates the provision of support for specialist health needs in schools, particularly those cases where invasive support is required e.g. diabetes and epilepsy. Referrals are made by schools and the Panel meets annually to consider requests for the coming school year.
- 3.2** The Nottinghamshire SEND Local Offer is a resource that provides information about the help and support available for children and young people with SEND in Nottinghamshire aged 0 – 25 years. It covers services and provision across education, health and social care within the public, private and voluntary sectors. It provides access to universal services for all children and young people with SEND, as well as targeted and specialist support for those with more complex needs, who may additionally have an EHC Plan. The Local Offer can be accessed at: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk).
- 3.3** A minority of children and young people with particularly complex needs will require support through a statutory Education Health and Care (EHC) Plan. This plan replaces the statement of Special Educational Needs. Further information about the EHC Plan pathway can be obtained by viewing the Nottinghamshire County Council's EHC Plan animation via the link below:
- <http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/site.page?id=zWZ8hGAI9vw>  
and/or via the EHC Plan leaflet – <http://search3.openobjects.com/mediamanager/nottinghamshire/fsd/files/ehcplanpathway.pdf>

# 4 Pupil Specific Adaptations

## 4 Public Specific Adaptations

**4.1** The County Council ensures compliance with the specific duties contained within the Equality Act 2010 that refer to the physical adaptations to buildings necessary to ensure the provision of access for pupils with Special Educational Needs and Disabilities (SEND). The County Council seeks to increase accessibility across the range of schools available to the families of children and young people with SEND in Nottinghamshire. The County Council will work with schools to ensure that the investment made provides robust and enduring facilities for the current and future school population.

This will be achieved through:

- Individual pupil specific adaptations – the identification of access issues and how they will be addressed
  - Routine building projects - ensuring that consideration is given to the impact upon pupils with SEND of any planned building maintenance or new building projects.
- 4.2** The County Council Access Officer provides expert access advice to the County Council and Schools to assist them to comply with their statutory duties, including the Public Sector Equality Duty. The advice provided will identify the 'reasonable adjustments' that could be made to enable pupils, staff and the public to access the services provided. The Access Officer is also able to provide specialist access advice to any member of the public.
- 4.3** Requests for specialist assessments are made by schools to the Disabled Pupils Access Panel, which meets on a monthly basis. These requests usually follow consultation with parents and health or other relevant professionals. Further information and referral forms can be obtained from the PDSS by e-mail at [pdss@fountaindale.notts.sch.uk](mailto:pdss@fountaindale.notts.sch.uk)

**4.4** The Panel considers applications from Schools relating to perceived Access issues and arranges for the appropriate assessments to be made. The assessments will identify any 'reasonable adjustments', including physical adjustments, that may be necessary, either by the School or the County Council to enable the pupil to access the curriculum. These 'reasonable adjustments' could cover a variety of requirements, which could include: specialist ICT Services, Occupational Therapy support, curriculum support, specialist equipment or building adaptations. Consideration is also given to whether alternative, more accessible, provision might be available, to inform families of their full range of choice.

**4.5** Where adaptations are required to a building following an assessment of the pupils' needs, these are classified either as:

- Design projects (larger projects e.g. hygiene suite extension; lift extension etc.) These are longer-term projects that require building regulations or planning approvals
- or
- Fast Track projects (small to medium projects e.g. internal adaptations; external ramps etc.) These are generally short-term building projects to provide minor adaptations.

**4.6** Where the Access Officer has identified physical adaptations that are necessary to enable the pupil to access the building, they will liaise with the school and commission the appropriate adaptations. With respect to Academies, this may involve the provision of funding directly to the Academy to enable them to undertake the work. The Academy will be required to enter into an agreement with the County Council. This agreement will recognize the funding, the specification for the provision and an understanding that the provision cannot be removed or remodeled in the future without the agreement of the County Council.

**4.7** The County Council's maintained schools would be required to seek Landlord's Consent from the Council if they were to consider the removal or remodeling of any provision made by the County Council.

## 5 Admissions

### 5 Admissions

- 5.1** Nottinghamshire County Council seeks to provide good quality advice, support and information to parents and carers of children with SEND who are in the process of choosing a school for their child.
- 5.2** The County Council supports children and young people, wherever possible, to attend local mainstream schools through the provision of appropriate support, which could include undertaking adaptations to the school site.
- 5.3** In addition, advice and support is available through the School Admissions Team (<http://www.nottinghamshire.gov.uk/learning/schools/admissions/contacts/>) on issues relating to school admissions and appeals for families who are finding it a daunting process. Specific queries can be emailed to [admissions.ed@nottscc.gov.uk](mailto:admissions.ed@nottscc.gov.uk)
- 5.4** Information relating to admissions issues can also be accessed through the Nottinghamshire SEND Local Offer or by contacting the Information, Advice and Support Service (IASS) which includes the former Parent Partnership Service, who can provide advice and support to families who are anxious or concerned about the process.
- 5.5** Nottinghamshire County Council operates a Fair Access Team, which provides assistance for families who are experiencing difficulties with locating a school placement. Referrals to the Fair Access Team are normally made via the Admissions Team.

## 6 Transport

### 6 Transport

- 6.1** The Nottinghamshire County Council 'Home to School' transport policy details the support available to assist children to travel to school. Further details are available from the Nottinghamshire County Council website: <http://www.nottinghamshire.gov.uk/learning/schools/schooltravel/>
- 6.2** The County Council operates a Travel Training Programme, which aims to train children and young people with SEND to become more independent travellers. Details of the scheme are available from the following link: <http://www.nottinghamshire.gov.uk/travelling/travel/itt/>

# 7 Publication of the Accessibility Strategy

## 7 Publication of the Accessibility Strategy

The Strategy is to be reviewed on an annual basis and it should be noted that the information contained within the Strategy is current at the time of writing.

We will promote and publish our Accessibility Strategy:

- Via the Nottinghamshire County Council's website
- Via the Nottinghamshire County Council's intranet
- Via the Nottinghamshire Local Offer
- By ensuring the strategy is available in different formats, when requested





If you require this information in an alternative language,  
large font, braille, audio tape or text only version, please  
call 0300 500 80 80.

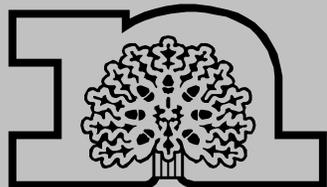


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# The Equality Act 2010



Nottinghamshire  
County Council

Report for action summer term 2011

## 1. Summary

This report is to bring to the attention of governing bodies their statutory duties under the new legislation and the time-frame for implementation.

## 2. Action for governors

Governors should receive and note the specific guidance for schools relating to the general and specific duties placed on them following the implementation of the Equality Act 2010.

Governing bodies will need to:

- familiarise themselves with both the general and specific duties contained in the Act
- collect and publish information relating to equality and the school by 31<sup>st</sup> December 2011 (and thereafter, annually from the first date of publication)
- analyse this equality information and ensure that in reviewing and developing new policies, due regard to matters of equality are considered at the outset
- in the process of analysing the equality information, actively engage those who have a vested interest in matters of equality (i.e. those individuals or groups which represent those with the protected characteristics)
- develop and publish a set of equality objectives by 6<sup>th</sup> April 2012, which are in an accessible format, and which should be reviewed at least every four years thereafter
- consider whether to adopt an Equality Policy or Scheme and/or action plan to support the school's equality work
- consider whether to nominate a governor to have responsibility for overseeing this area of work.

## 3. Background information

Prior to 6<sup>th</sup> April 2011 schools were required to have a race equality policy and action plan, a gender equality scheme and a disability equality scheme. They were also required to report, record and investigate racist incidents and share this information with the LA. On 1<sup>st</sup> October 2010 the Equality Act consolidated all previous equalities legislation to include race, religion or belief, gender and gender reassignment, sexual orientation, age, disability, pregnancy and maternity and marriage and civil partnerships. These are referred to as protected characteristics. However, there are a number of key exemptions within the Act and consequently not all strands apply to schools in the same way as they do to other public bodies. As previously, the general duty requires schools to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people. The intention is that this legislation will help to embed equality within our institutions and that it will be at the heart of all decision-making and an organisation's day to day functions. To be compliant, schools will have to act on their specific duties as outlined above within the time-frame described. Schools which have established good practice, based on their previous implementation of the previous legislation, should find the changes relatively straightforward as the Act builds further on what was already in place. However, it is recognised that some of the changes will represent a number of challenges for schools and

governing bodies and therefore schools are encouraged to respond in a way that is proportionate to their size and resources, assessing the relevance of the issues based on their own context.

#### **4. Legal basis**

On October 1<sup>st</sup> 2010, the Equality Act came into being, replacing and strengthening existing equalities legislation relating to all public bodies, including schools. The time-frame for implementation begins on 6<sup>th</sup> April 2011 and finishes on 6<sup>th</sup> April 2012. There are implications for schools both as service providers and employers.

#### **5. Further advice and training**

This legislation is likely to be subject to case law and future amendment, therefore, information and guidance will be updated on a regular basis following any further changes. Governors are encouraged to direct specific enquiries regarding the implementation of the Act, to the Team Manager, Achievement and Equality Team, either by email or telephone. A number of Hot Topic sessions will also run across the authority. Additional school- based training courses will be provided on request by the Achievement and Equality Team. All enquiries regarding such training should be made in the first instance through Governor Services.

#### **6. Equal opportunities implications**

Governing bodies need to deliver on both the specific and general duties outlined by the Act in order to demonstrate compliance. Failure to act upon the duty within the timeframe out-lined above will result in schools being vulnerable to legal challenge.

#### **7. LA contact name/telephone number/email address**

Sarah Lee  
Team Manager, Achievement and Equality Team  
0115 854 6440  
sarah.lee@nottscc.gov.uk

#### **8. Wired link**

From the opening page of Wired, go to *Wired Communities*, then to the Community entitled *Achievement and Equality (A&E)*. Within the *Document Library* (choose from the drop down menu) is a folder entitled *Equality Act 2010*. Documents here include:

- “What equality law means for you as an education provider – schools” is a guide produced by the Equality and Human Rights Commission explaining what you must do to meet the requirements of the law.
- “Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities” is guidance from the Department for Education to help schools understand how the Equality Act 2010 affects them.

## **Policies and information that governing bodies are required to have 2015/16 Community, voluntary controlled and voluntary aided and foundation schools**

Governing bodies are required to hold each of these policies and other documents, as outlined, however:

- the drafting of school policies can be delegated to any member of school staff;
- there is no requirement for all policies to be reviewed annually; and
- not all policies need to be signed off by the full governing body.

This document also covers how often each policy must be reviewed. There are instances where statutory guidance states that policies and procedures should be in place. Although this is not the same as a legal requirement, this document makes clear the policies referenced in statutory guidance. This could be:

- statutory policies required by education legislation
- statutory policies required by other legislation which impact particularly on schools
- other statutory documents.

A list of policies recommended by the Local Authority is also included.

All changes/additional information from the 2014/15 policy checklist have been highlighted in red.

	In place Yes/No	Recommended date of next review	Date of next review/proposed action/delegation to committee/individual	Has due regard been given to Equalities Act legislation
Accessibility plan		Every three years		
Admissions arrangements (including planned admission numbers)		Arrangements to be determined annually		
To consider County Council admission arrangements and respond as appropriate (community and voluntary controlled only)		Any changes must be consulted on and where no changes are made, consultation is required at least every seven years		
Admission arrangements (including planned admission numbers, supplementary information forms and 6 <sup>th</sup> form arrangements as necessary). To review and set oversubscription criteria (voluntary aided and foundation schools)		Arrangements to be determined annually. Any changes must be consulted on and where no changes are made, consultation is required at least every seven years		
Appraisal policy and guidance		Annually. Should be reviewed in line with school pay policy and school capability policy		
Behaviour principles written statement		Governing body free to determine		
Capability of staff		Governing body free to determine		
Single Central record (SCR) vetting and safer recruitment checks		Live document covering staff currently employed. Regular checks throughout the year to ensure document up to date and updates e.g. Prohibition from Teaching Checks (2014) and Children's Act Disqualification Regs (2015) are applied		
Charging and remissions		Governing body free to determine		

Child protection policy and procedure		Reviewed and signed off by the governing body at the first meeting of each new school year		
Complaints procedure statement and complaints policy and procedure		Governing body free to determine		
Data protection policy Schools are 'Data Controllers' under the Data Protection Act and must 'Notify (register with) the information commissioner's office'		At least every two years		
Early years foundation stage (EYFS). Those delivering the EYFS are required to have policies and procedures on a range of issues covering <del>learning and development</del> , safeguarding and welfare. These are set out in detail in the 'Statutory framework for the Early Years Foundation Stage'. An EYFS profile assessment is required for each child during the academic year they reach the age of five (for most children this is the reception year in primary school) and nursery settings catering for children under three must complete a summary check when a child is aged two Schools are not required to have separate policies to cover EYFS requirements where they are already met through an existing policy		Varies – please see guidance		
Emergency plan		Governing body review annually		
Equality information and objectives (Public Sector Equality Duty) statement for publication. Under specific duties, governing bodies, local authorities and proprietors are required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty		Every four years and publish information annually		

Freedom of information publication scheme. The Freedom of Information Act 2000 gives a right of access to information held by public bodies, including schools (Schedule 1, Part IV), who must comply with the Act and produce a Publication Scheme (Section 19)		<del>Every four years and publish information annually</del> Governing Body free to determine		
Governors' allowances (Scheme for paying)		Governing body free to determine		
Health and safety policy. (Applies to local authorities on behalf of community and voluntary controlled schools and PRUs)		Governing body or proprietor or local authority free to determine		
Home School Agreement		Governing body free to determine		
Instrument of Government		Governing body free to determine		
Minutes of and papers considered at meetings of the governing body and its committees		On-going		
Pay policy and guidance		Annually or in line with changes to school teachers pay and conditions document and changes to support staff pay arrangements		
Premises management. There are many aspects of school premises that require safe management and maintenance such as asbestos, fire safety and statutory testing. For an overview of the legislation and compliance requirements, please see the <a href="#">Compliance Monitoring for Council Buildings report</a> available from the Federation of Property Societies' website. This sets out the responsibilities for employers and duty holders. For maintained schools, both local authority and schools have responsibility for the repair and maintenance of premises. Speak to health and safety service on 01623 434032/3 for further advice and guidance		See guidance from appropriate service		
Register of business interests		Governing body to determine subject to the local authority scheme		

Register of pupils admission to school		Live document		
Register of pupils' attendance GB can delegate to the HT the keeping of the attendance register and the register can be kept and updated daily by appropriate school staff		Live document		
School behaviour and anti-bullying policy		Headteacher free to determine		
School information published on a website. The School Information (England) (Amendment) Regulations 2012 <a href="http://www.legislation.gov.uk/ukxi/2012/1124/pdfs/ukxi_20121124_en.pdf">http://www.legislation.gov.uk/ukxi/2012/1124/pdfs/ukxi_20121124_en.pdf</a>		Live – must be updated as soon as possible after a change and at least annually		
Sex education policy		Governing body free to determine		
Special Education Needs policy. Including SEN information report – to be available on school website – from 1.9.14)		The SEN Information Report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible		
Staff discipline, capability, grievance and safer working practices		Governing body free to determine		
Staff pay policy		Annually		
Statement of procedures for dealing with allegations of abuse against staff		Governing body free to determine. Normally considered in line with school disciplinary procedure		
Supporting pupils with medical conditions		Governing body free to determine		
Teachers' performance pay progression and support staff pay progression. All pay decisions for teachers must be linked to performance through appraisal. All pay decisions for the HT and leadership group must be applied in line with School Pay Policy		Annually and be kept up to date to take into account any legal changes or changes in the staffing structure, which have an impact on discretionary pay decisions Review HT IPR if circumstances change in line with Pay Policy		

<b>Policies recommended by the Local Authority</b>				
Attendance policy (not maintained nursery)				
Collective worship policy				
Equality policy (not a legal requirement but considered best practice)				
Exclusion of pupils policy				
Finance policy				
Governing Body code of conduct				
Governor induction and development policy				
Governor school visits policy (including monitoring)				
<b>Health and safety policies</b>				
Health and safety governor school visit including monitoring		Governing body to complete formal site inspections at least twice a year		
School management of asbestos policy		Governing body to implement and review		
Individual curriculum subject policies				
Lettings policy				
<b>Personnel recommended policies</b>				
See HR site on Wired				
Communities – HR guidance – Document library				
Adoption				
Annual leave and leave of absence				
Appraisal		GB free to determine		
Capability Procedures		GB free to determine		
Code of Conduct				
Contractual working hours				
Cover supervision				
Equalities				
Fixed term contracts				
Flexible working				
Grievance				

Harassment				
Induction				
Industrial action				
Job sharing				
Managing attendance				
Maternity				
One to One Tuition				
Overtime and other payments				
Parental leave				
Paternity				
Pay Policy				
Recruitment and selection				
Reduction in staffing				
Retirement and pensions				
Safer recruitment				
Teachers pay and conditions		Revised arrangements for the appointment of HT and calculating leadership group pay came into force 1.9.2014		
TUPE guidance				
Whistle blowing				
Pupil off-site visits policy (including residential visits)				
Use of force policy (or would be expected to have a written statement within the behaviour policy)				
Vision and Ethos statement				

This is not an exhaustive list and schools will have additional policies which they may wish to include.