EQUAL OPPORTUNITIES POLICY (Incorporating the Accessibility Plan)

Policy Code *OPC/1*	**Authorisation Date** *November 2025*	**Next Review Date** *November 2026*
Enquiries Contact: *support@uk.oneschoolglobal.com*	**Approval Authority** *OSG UK Board*	**Policy Author** *Martyn Pointer, Regional Director of People & Culture*

Associated Documents

- Safeguarding and Child Protection PolicySafer Recruitment Policy
- Employment Application Form
- Grievance Policy
- Staff Anti-Bullying and Harassment Policy
- Whistleblowing Policy
- Staff Disciplinary Policy
- Capability Policy
- Absence Management Policy
- Admissions Policy
- Curriculum Documents
- Examination Policy and Handbook
- Learning Support SEND Policy and Handbook
- Ethos and Guiding Principles
- Behaviour Management Policy
- Spiritual, Moral, Social and Cultural Policy including Fundamental British Values
- School Improvement Plan

1. INTRODUCTION/POLICY STATEMENT

1.1. OneSchool Global UK (OSG UK) are firmly committed to equal opportunities, are an equal opportunities employer and will ensure that no person is prevented from taking part in the life of the Campus as a result of any protected characteristic outlined in the Equality Act 2010 and in accordance with the Campus being designated as having a religious character.

1.2. At our Campus, we benefit from diversity of experience in culture, the needs of the individual, the group and the community as a whole.

1.3. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the Campus community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated and to create an environment in which all individuals are able to make best use of their skills, free from discrimination or harassment.

1.4. We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the Campus community and a common understanding of the pivotal role of equal opportunities in the context of the Campus' ethos and values. In particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

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1.5. Each student, staff member, parent and community member should uphold the Campus values of integrity, care and compassion, respect, responsibility and commitment.

2. PURPOSE

OSG UK Salisbury Campus (hereafter 'the Campus') embraces diversity and welcomes differences, celebrates culture, respects the needs of the individual, the group and Campus community as a whole. The Campus aims to create an equal opportunities community in which all adults, children and young people feel valued, thrive and achieve their potential.

The Campus aims to create a working and learning environment free of bullying, harassment, sexual harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all members of its community are recognised and valued.

In line with the Equality Act 2010 and following principles of good practice, the Campus understands equal opportunities to describe an environment in which no child, young person or adult is prevented from taking full part in the life of the Campus. This Policy ensures that the protected characteristics set out in the Equality Act 2010 are inclusive to the culture, policy and practice of this Campus.

3. SCOPE

The Campus takes the responsibility to apply this policy in practice. It has a responsibility to every employee to ensure that equality of opportunity is observed and that there is a moral and legal duty not to discriminate (either directly or indirectly, with intent or unintentionally) against any individual or individuals.

Any form of discrimination is taken seriously by OSG UK. Any act of discrimination by an employee will be regarded as a disciplinary matter and will be dealt with according to the OSG UK Disciplinary Procedure; which could constitute gross misconduct and dismissal.

4. DEFINITIONS

All of the terms defined below constitute discrimination and/or harassment. An act(s) of discrimination or harassment by, or against, an employee is generally unlawful unless there is a specific legal exemption.

Term	Definition
Bullying	Offensive, intimidating, malicious or insulting behaviour, abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.
Child	For the purpose of this policy, this means all students enrolled at the Campus
Direct Discrimination	This is when persons are treated worse than another person or other people because they have a protected characteristic, or someone thinks they have that protected characteristic (known as discrimination by perception), or they are connected to someone with that protected characteristic (known as discrimination by association)
Indirect Discrimination	When there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and persons are disadvantaged as part of this group
Protected Characteristics	Groups of persons that fall within the following characteristics are protected against discrimination by equality legislation: age, disability, gender, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

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Harassment	Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Unlike bullying, harassment can be an act of behaviour through which there is no clear intent to cause the person to suffer.
Sexual Harassment	Unwanted physical, verbal or non-verbal conduct of a sexual nature which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Unwanted conduct' can cover a wide range of uninvited behaviour and if it has one of these effects it can constitute sexual harassment even if the effect was not intended, even if the conduct was not directed at the affected employee and even if the affected employee does not object to it. Examples include: • making sexual remarks about someone's body, clothing or appearance • making unwelcomed sexual advances e.g. standing too close or the display or sharing of offensive sexual materials, • asking questions about someone's sex life • telling sexually offensive jokes or using crude language • making sexual comments or jokes about someone's sexual orientation • displaying or sharing pornographic or sexual images, or other sexual content • touching someone against their will, for example hugging them • sexual assault or rape • OSG UK recognises that what some people might consider as joking, 'banter' or part of their workplace culture, can still be sexual harassment.
Victimisation	Less favourable treatment of individuals because they submit to, or reject bullying, harassment or sexual harassment or have made a complaint or allegation of harassment or have acted as a witness or informant in connection with an incident or allegation of harassment.

5. POLICY STATEMENT

5.1. POLICY AIMS AND OBJECTIVES

5.1.1. The Trustees and Campus leadership teams, through their adopted Equal Opportunities Policy, aims to:

- Carry out their legal duty in complying with the relevant legislation (including The Equality Act 2010);
- Reinforce the Campus' position as a provider of high-quality education and as a good employer providing development opportunities;
- Ensure that equality remains high on the Campus' strategic agenda;
- Establish good people management practices and to set out a proactive agenda in which discrimination and/or bullying and harassment, sexual harassment is recognised as an organisational issue which needs an organisational response;
- Achieve a staffing composition that reflects the composition of the wider community;
- Ensure all staff work together with a shared sense of purpose to meet the needs of every student;

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- Ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- Take reasonable steps through policy and practice, to prevent sexual harassment of employees in the course of their employment in line with the Worker Protection (Amendment of Equality Act 2010) Act 2023 (see Staff Anti-Bullying and Harassment Policy) and to ensure that all members of the community are aware of the Campus' robust approach to discrimination, victimisation, harassment, sexual harassment and bullying.
- Ensure that complaints or evidence of failure to comply with the Campus' Equal Opportunities Policy will be dealt with promptly and fully investigated according to the relevant procedure.
- Instances of bullying, harassment, sexual harassment, victimisation and discrimination will be dealt with in accordance with the Campus' policies including, but not limited to, the Grievance Policy, Anti-Bullying and Harassment Policy, Disciplinary Policy and Procedures and Behaviour Policy (as appropriate). In the event of any conflict between this policy and the Anti-Bulling and Harassment Policy, the latter shall take precedence.
- Action will be taken as necessary and particularly serious complaints could amount to gross misconduct and lead to dismissal without notice or paid management leave or exclusion from the Campus.
- The Campus takes a strict approach to serious breaches of this policy as any such behaviour is unacceptable.

5.2. POLICY AND PLANNING

5.2.1. Equal opportunities implications, including race equality, will be considered and recorded whenever Campus policies are developed or reviewed. All policies will be regularly reviewed.

5.3. EMPLOYMENT MATTERS

5.3.1. Appointments: in all staff appointments the best candidate will be appointed based on strict professional criteria.

5.3.2. Family-friendly policies: OSG UK is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (for example, parental leave arrangements, job share opportunities, flexitime (where appropriate) and carers' leave provision).

5.3.3. All staff will be responsible for:

- Conducting themselves in a way which helps the Campus provide equal opportunities in employment, and helps prevent bullying, harassment, sexual harassment, victimisation and unlawful discrimination;
- Understanding that they, as well as their employer, can be held liable for acts of bullying, harassment, sexual harassment, victimisation and unlawful discrimination, in the course of their employment, against their colleagues, customers, suppliers, visitors and the public; and
- Taking seriously complaints of bullying, harassment, sexual harassment, victimisation and unlawful discrimination made by their colleagues, customers, suppliers, visitors or the public which arise in the course of the Campus's work activities.

5.4. TRAINING AND DEVELOPMENT

5.4.1. The success of the Equal Opportunities Policy is closely linked to the provision of relevant training.

5.4.2. The Campus will endeavour to:

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- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- Provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- Promote greater awareness of equal opportunities and the contribution which staff, trustees, parents and students can make;
- Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The Campus places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the Campus's performance management system.

5.5. REASONABLE ADJUSTMENTS

5.5.1. The Campus has a duty under the Equality Act 2010 to make reasonable adjustments for students with special educational needs and/or disabilities

5.5.2. The duty does not extend to changing physical features but it does include a duty to provide auxiliary aids and services where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled

5.5.3. The duty also applies to making reasonable adjustments for any member of staff who may have a disability to enable them to carry out their duties effectively.

5.6. STUDENTS AND THE CURRICULUM

5.6.1. The Campus follows student admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The Campus' aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origin. Students should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all students. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.

5.6.2. Equal opportunities issues will be taken account of in planning the curriculum. This will be reflected in curriculum planning documentation.

5.6.3. The Campus will ensure that neither gender is treated preferentially in the planning and delivery of the curriculum and that, if necessary, comparable activities will be provided.

6. PROCEDURES

MONITORING, REVIEW AND EVALUATION

6.1. This policy will be reviewed annually by the Regional Director, People & Culture in conjunction with the Trustees of OSG UK. The next scheduled review for this policy is November 2026.

6.2. The Campus will continue to review the effectiveness of this policy to ensure it is achieving its objectives. As part of this process, the Campus will review all allegations of discrimination, harassment, sexual harassment, and bullying.

6.3. Monitoring with respect to employment will also be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:

- Composition of the school staff
- Recruitment trends
- Take up of training opportunities
- Promotion patterns
- Use of complaints procedure
- Use of grievance, disciplinary etc.
- Use of sanctions;
- Take-up of family-friendly policies, e.g. flexible working arrangements.
- Monitoring and evaluation of equality opportunities for students takes the form of:

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- Scrutiny of planning and all students' work
- Spiritual, Moral Social and Cultural Policy
- Behaviour Management including observations as students arrive at school and in shared areas throughout the day
- Observations of the progress of all students during lessons
- Surveys and formal and informal discussions with students, staff, parents and carers
- Analysis of data including participation in the SLASC Census, student assessment, target setting, attendance and behaviour

7. LEGAL FRAMEWORK AND GUIDELINES

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE Equality Act Advice to Campus May 2014: https://www.gov.uk/government/publications/equality-act-2010-advice-for-Campus s
- DfE Regulations for Independent Schools – Schools of Special Religious Character
- Equality of Human Rights Commission website, legal, policy, employer guidance and legislation link: http://www.equalityhumanrights.com/legal- and policy/legislation/equality-act-2010
- Equality Act 2010 legislation and employer guidance:
- http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010
- Children and Families Act 2014
- Education (Independent School Standards) (England) (Amendment) Regulations 2014
- Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Building Regulations 2010
- Education (Independent Campus Standards) (England) Regulations 2010
- Regulatory Reform (Fire Safety) Order 2005
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- Human Rights Act 1998
- Protection from Harassment Act 1997.

8. ATTACHMENTS

- Appendix 1 – Accessibility Audit
- Appendix 2 – Accessibility Plan
- Appendix 3 – Environmental Audit

VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
OPC/1	13.08.2020	3.1	Minor clarification on law applying to Equal Opportunities
OPC/1	March 2021	4.0	Full policy review
OPC/1	March 2023	5.0	Minor updates to policy
OPC/1	November 2024	6.0	Update to include the Worker Protection (Amendment of Equality Act 2010) Act 2023.
OPC/1	November 2025	6.1	Reviewed, minor wording changes

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Appendix 1 - Accessibility Audit

Issue 6.1 – November 2025

Statement	
In drawing up this access plan the following were consulted.	[Enter names of key personnel/groups]
It was approved by the CA Team	[Enter date]
Signed	
Regional Team Leader	
Campus Principal	
Date to be reviewed	

Identifying Barriers to Access for Disabled Students - How does your school deliver the curriculum?			
Question	**Yes**	**No**	**Action required**
Do teachers and teaching assistants have the necessary training to teach and support disabled students?	☐	☐	
Are classrooms optimally organised for disabled students?	☐	☐	
Do lessons provide opportunities for all students to achieve?	☐	☐	
Are all students encouraged to take part in music, drama, and physical activities?	☐	☐	

Do staff recognise and plan for the additional time and effort needed by some disabled students	☐	☐	
Do staff plan for the additional time required by some disabled students to use equipment?	☐	☐	
Are disabled students who cannot participate in particular activities given alternative inclusive experiences?	☐	☐	
Has ICT equipment been fitted with additional software/hardware to allow access for disabled students?	☐	☐	
Are school visits accessible to all students?	☐	☐	
Do staff have high expectations for all students?	☐	☐	
Do all staff strive to remove barriers to learning and participation?	☐	☐	
Is your school designed to meet the needs of all students, including disabled students?			
Question – Physical Environment	**Yes**	**No**	**Action required**
Does the layout of all areas allow access for students in:	☐	☐	
• academic areas	☐	☐	
• sporting areas	☐	☐	
• social areas	☐	☐	
• play areas?	☐	☐	
Can students who use wheelchairs move freely around the school?	☐	☐	

Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed? Are showers available?	☐	☐	
Are pathways around school safe and well-signed?	☐	☐	
Are parking arrangements logical and safe?	☐	☐	
Do emergency and evacuation systems inform all students?	☐	☐	
Are alarms visual (flashing) as well as auditory?	☐	☐	
Are there tactile signs helping to help disabled learners use the building?	☐	☐	
Are signs uncomplicated and unambiguous?	☐	☐	
Does school décor provide appropriate contrast and harmony for students with visual impairment, autism or epilepsy?	☐	☐	
Are all areas well lit?	☐	☐	
Are steps taken to reduce background noise for hearing impaired students?	☐	☐	
Is furniture and equipment selected, adjusted and located appropriately?	☐	☐	
How does your school deliver materials in other formats to improve delivery for disabled students?			
Question	**Yes**	**No**	**Action required**
Are staff familiar with the technology and practices to assist students, parents and carers with disabilities?	☐	☐	
Does all written communication follow an agreed house style using an appropriate font and size?	☐	☐	

Does the school liaise with LA support services and other agencies to provide accessible information for students, parents/carers?	☐	☐	
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	☐	☐	
Have you completed the Environmental Audit for students who have hearing, physical and / or sensory impairment?			

Appendix 2 - Accessibility Plan 2025-2026

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for students/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the Campus community.

Principles

- Compliance with the Equality Act (2010) is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled students less favourably
    - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
    - To publish an accessibility plan
- In performing their duties CA Team have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled students to the Campus curriculum

This includes teaching and learning and the wider curriculum of the Campus such as participation in leisure and cultural activities or educational visits.

- Personalised planning for all students
- Appropriate resources to support learning
- Use of additional adults to support learning
- Offering different pathways as required
- Offering a range of qualifications to offer success and challenge
- Ensure all trips are accessible and if not provide alternative inclusive experiences
- Set appropriate targets and monitor progress effectively
- Access to additional support through tutors in addition to class teachers
- Termly review of Concern register, including EHCP provision
- Provision of appropriate training to maximise access for all

Improving access to the physical environment of the Campus

This includes improvements to the physical environment of the Campus and physical aids to access education.

- All refurbished areas to meet latest building regulations
- Consider the needs of those with a physical impairment – ramps, handrails, lifts, stair lift, flooring, doors, transport, toilets, changing rooms, showers, different height furniture, physical aids
- Consider the needs of those with a visual impairment – décor, lighting, visibility markings, stencilled glass,
- Consider the needs of those with a hearing impairment – beacons on alarms, hearing loops, acoustics
- Consider students well-being – access to additional adult support, quiet rooms, sensory room, lockers

Improving the delivery of written information to disabled students

This will include planning to make written information that is normally provided by the Campus to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about Campus events. The information should take account of students' disabilities and students' and parents preferred formats and be made available within a reasonable time frame.

- Specific needs identified in pupil passports
- Clear signage, alarms and visual indicators
- Accessible printed resources for all – paper colour, font type and size, braille,
- Use of visuals to support learning
- Use of sign language
- Use of technology, laptop overlays, text to speech function, change of font type and size

Financial Planning and control

The Campus Principal, Regional Principal, CA Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Date to be actioned**	**Costing as relevant**	**Notes**
Ensure that the curriculum is accessible for all	Staff to plan for each individual in their class to remove barriers to learning and provide appropriate support in individual lesson and through the APDR process				
For students to be able to build a portfolio of qualifications that they can build on	For students to be offered appropriate qualifications				
For students to achieve a range of qualifications	For students to be able to follow appropriate curriculum pathways.				

Accessibility Outcome	Action to ensure Outcome	Who responsible	Date to be actioned	Costing as relevant	Notes
For travel to be accessible for all	Identify transport needs. If specialist transport required, OneBus to be notified.				
Risk assessments to be completed for individuals as appropriate	Consider:- Range of activities in school building, Range of activities within the school environment, School trips				
Written communication to be accessible for all	Consider:- Colour of paper/signage, Font type and size, Overlays, Visuals, Notice board colour				
Staff training	Consider:- Supporting the development of independent learning and skills, Supporting health needs, Supporting physical needs, Supporting wellbeing needs				

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Date to be actioned**	**Costing as relevant**	**Notes**
To develop the physical environment to make it accessible for those with a physical impairment.	Complete environment audit consider:– Furniture and layout, Furniture height, Equipment, Ramps, Lifts, Handrails, Automatic doors, Car park spaces, OT assessments				
To develop the physical environment to make it accessible for those with a hearing impairment.	Complete environment audit – consider:- Evacuation routes, Sound proofing , Hearing loops , Amplification , Visual beacons, Written information in addition to verbal				

Environmental Audit

Carried out by: ..... **Date:** .....

Hearing impairment Physical and Sensory

HI-friendly audit

1. Environmental audit

Use the tables 1 and 2 to audit how HI/VI-friendly the classroom and teaching is and to suggest how you might improve the environment for HI/VI pupils. Which actions could teachers take for themselves and which would have wider implications (e.g. cost) that would make them whole-school issues.

Table 1: Audit of a classroom	
Feature	**Description and possible action**
Is the room well lit?	
Is corridor noise and other noise from outside reduced sufficiently when windows and doors are closed?	
Is there noise from equipment, e.g. fans, overhead projectors, computer monitors?	
Are there large, hard surfaces that can cause reverberation – windows, walls, floors?	
Do tables/desks and chairs scrape on the floor when they are moved?	

Table 2: How HI-friendly is your teaching?	
Feature	**Description and possible action**
Do I communicate clearly?	
Did I speak slowly, clearly and naturally without exaggerated lip shapes?	
Did I speak in short phrases and sentences, rather than single words?	
Did I repeat, rephrase, explain, simplify and clarify to help pupils understand?	
Do I use visual cues/objects of reference to support listening?	
Do I help pupils make best use of hearing aids?	
What needs to be done to improve access to sound, for example, providing radio aids or using soundfield systems?	
What needs to be done to ensure optimum use of hearing technologies, for example, daily checks by staff of batteries and tubing and developing the pupil's skills in managing their own technology?	
What are the health and safety implications, for example, during fire drills?	

Feature	Description and possible action
Do I make sure pupils are seated in the best position?	
Close to and facing me, but where they will be able to see as many of the other pupils as possible?	
Away from noisy areas?	
Do I stand in the right place for the pupil to hear me or so that they can see the sign interpreter/CSW?	
Do I allow extra time for a HI pupil to turn round to see who is talking?	
Do I say the name of the speaker, so the HI pupil knows where to look?	
Can pupils see my face when I speak?	
Do I put my face in shadow or cover it?	
Do I talk when I write on the board or while I'm looking down?	
Do I stand still while I'm talking?	
Did I give instructions before I dimmed the lights?	

Feature	Description and possible action
If I am wearing a face covering did, I use one with a see-through panel so that the student can see my lips moving?	
Did I minimise the amount of background noise?	
Did I manage group discussions well?	
Did pupils speak one at a time?	
Could the HI pupil see everyone in the group?	
Did I identify who was speaking so the pupil knew where to look?	
Did I paraphrase or reflect what has been said by other pupils?	
Did I allow time for interpretation and for the pupil to answer?	
Do you think pupils feel comfortable to say if they don't understand?	
Did I summarise the main points of the discussion at the end of the activity and invite clarifying questions?	

Feature	Description and possible action
Did I give clear instructions?	
Did I attract the pupil's attention before giving instructions?	
Did I mark changes of activity clearly?	
Did I check understanding of key concepts?	
Did I give spoken instructions clearly and in quiet conditions and/or write them on the board?	
Did I give clear messages?	
Did I keep sentences short and simple?	
Did I mark the introduction of new vocabulary?	
Did I repeat, rephrase, explain, simplify and clarify to help pupils understand?	

Feature	Description and possible action
Did I use visual cues alongside spoken explanations?	
Did I write key words, topic headings or questions on the board?	
Did I point to objects or pictures I was using?	
Did I demonstrate techniques?	
Did I use pictures, diagrams, photographs, objects and artefacts?	
Did I make sure pupils gain full benefit from video material?	
Did I check understanding?	
Did I repeat or rephrase what I asked if the pupil's response seemed out of context?	
Did I ask direct questions – e.g. if I have given a set of instructions, did I ask, "Tell me what you need to do?"	
Did I create a classroom climate where pupils are encouraged and feel comfortable to say if they don't understand?	

Feature	Description and possible action
Did I ask open questions to prevent the pupil nodding without really understanding?	
Did I give pupils time to take in information before requiring a response?	
Did I group pupils appropriately?	
Were they sufficiently stimulated and challenged in their group?	
Did I ensure that the HI pupil had at least the same opportunity to contribute as his or her hearing peers?	
Anything else that is of importance?	

2. Evaluation and further Actions:

Concern:	Action to be taken:	Persons responsible:	Time: