



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



DISABILITY EQUALITY SCHEME

2024-2027

'Making Learning a Life Long Friend'

Approved:	28.11.2024
Review Date:	31.12.2027

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

Background

Since December 2006, there has been a legal duty on all public sector organisations to promote equality of opportunity for disabled people.

On 1st October, 2010, the Equality Act came into force stating that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

In 2012, Ofsted stated that they require schools and local authorities to carry out accessibility planning for disabled pupils. These are the same duties that exist under the Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;

- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils, parents and carers.

As part of the Equality Act 2010, the Public Sector Equality Duty (PSED) came into force in April 2011 and is a requirement for public authorities to consider how their decisions and policies affect people protected by the Equality Act (including those with a disability).

This requires all schools to:-

- Eliminate discrimination that is unlawful under the Equality Act 2010.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to:

- Integrate the PSED into all operations
- Consider equality implications before and during decision-making
- Regularly review policies and practices
- Record how they have considered the PSED
- Publish equality information annually
- Publish equality objectives
- Monitor the success of equality-related initiatives

St Anne's School Values and Aims

Our school values:-

Honesty, Respect, Faith, Perseverance, Kindness, Community

Our school aims:

Our aim is to make St. Anne's a fun and exciting school:

- Our lessons will be interesting and enjoyable
- We are a creative school
- We support our learning through other activities which include after school clubs, visits and external visitors.

Our aim is to make St. Anne's a caring school where we feel safe:

- We help and care for each other as part of God's family
- We will not accept bullying and everyone should feel valued
- We will listen to each other and everyone will have someone they can talk to
- We will be helped to make right choices in life and stay safe

Our aim is to do well at everything we do and make a success of our lives:

- We will always be challenged to do our best
- We will help everybody to succeed
- We will make a difference to our world

Our aim is to be a healthy and active school:

- We will have lots of opportunities to take part in sport
- We will know how to be a good and fair sportsperson
- We will know and learn how to stay healthy

Our aim as a Church school is to learn more about faith:

- We will learn that faith is important for many people
- We will be helped to grow in our faith
- We will treat all people as special in God's eyes

Our aim is to have good relationships with our community:

- We will work in partnership with parents
- We will support and involve our community and the wider world

In order to achieve these aims, all members of our community including those with a disability must be able to access provision when they attend school.

The values also underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled pupils.

Pupil data

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term negative effect on someone's ability to do normal daily activities.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, Autism Spectrum Disorder, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD) amongst others. A fuller idea of what disability means in our school can be seen in the section Definition of Disability Is Tom Disabled? Appendix A.

We have created a list of pupils who have a disability that fits the description given in the Equality Act 2010. We have included all the pupils on the Special Educational Needs and Disability (SEND) Register, pupils with a known medical condition and any other children known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.

Staff have the opportunity to disclose any disability to the Headteacher in confidence. New staff will have this opportunity on application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)

Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.

The full list is available in Appendix B

Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for everyone it is important that all users of our school have chance to voice their thoughts. Where reasonable adjustments need to be made, the best people to inform us about those adjustments are the people with the disabilities.

We appreciate the range of views from all users of our school. This will help us to remove the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes:

- Being able to move around the building and grounds easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils in every thinking about being proactive in including disabled people in every aspect of school life.

Increasing the extent to which disabled pupils can participate in the curriculum

At St Anne's we believe that an exciting, engaging, and effective curriculum is essential to enable high quality teaching and learning to take place.

In the Early Years Foundation Stage, children follow short topics that address the requirements of the EYFS Curriculum, and enable all children to make at least expected progress across the six areas of learning. In Reception and Key Stage One, the children engage in a structured phonics approach called Read Write Inc that enables them to develop early reading and writing skills. Children in EYFS and Key Stage One work in groups at an appropriate level to their individual needs for phonics; the programme is used with children across Key Stage Two as an intervention and support strategy.

Children in Key Stage One take part in daily mathematics and English lessons.. These lessons take place in mixed ability groups.

Children in Key Stage One and Key Stage Two follow the school's bespoke creative curriculum in which they develop key skills for learning through engagement with termly cross-curricular topics. Topics are carefully planned in advance to ensure that the children develop key skills for learning at the appropriate level as outlined in the school's success criteria lists, and the knowledge, skills and understanding as required by the National Curriculum. Subject areas are linked to the topic theme where appropriate, contrived links are avoided, enabling areas of particular subjects to be taught in isolation from the topic theme where appropriate.

Children in Key Stage Two take part in daily English and Maths lessons in mixed-ability classes.

High standards of professional performance are expected from all of our staff. The staff form an extremely professional and committed team who work hard in the interests of the education of all pupils.

- Children are taught using a variety of teaching and learning methods based on what each child needs.
- Individual Education Plans are written for those on the SEND Register who require it, SEND register is kept up to date and a whole school provision map includes details of intervention programmes offered to pupils.
- Advice is sought from Educational Psychologist, Speech and Language, Autism Inclusion Team, Learning Support, Hearing Impairment Team amongst other outside agencies to inform staff of the best ways to provide reasonable adjustments.
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that all pupils are appropriately supported.
- Parents are encouraged to help their children with reading, writing and number work.
- Wherever necessary trained staff undertake the EHA process with the parents/carers of vulnerable children. A multi-agency Team Around the Child is formed, and meets regularly to ensure that children have the support they need, to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing (Every Child Matters outcomes).
- Educational Visits are fully inclusive and available for all children.
- Educational visits are carefully planned with needs of disabled children carefully considered.
- Risk assessments are completed prior to any educational visit taking place; specific reference is made to any child or member of staff with a disability.
- Attainment and achievement assessment data is collected for all children. This data is carefully monitored to ensure that the progress of all children is carefully tracked.
- The progress of all children is specifically tracked, monitored, and reported upon to SLT and Governors.

Differentiated tasks are prepared for identified pupils and continued partnership with the many outside agencies has meant that the school can plan and adapt the curriculum to suit the requirements of all pupils.

The school has an experienced team of Teaching Assistant. Teaching assistants are trained in the delivery of a variety of targeted intervention strategies.

Detailed provision mapping is undertaken for every year group in school. Staff identify children's needs through interaction with a variety of assessment data, discussions with each other and outside agencies, discussions with parents/carers and children, reviews of IEPs etc. Resources are then matched to the children's needs, and intervention strategies provided either individually or in small groups.

The school works closely with the school nurse to ensure that the needs of children with medical conditions are successfully met; care plans are developed with school staff and parents and carefully monitored.

At St Anne's Primary School, we are committed to ensuring that, where necessary, children can receive medication from trained staff during the school day.

Improving the physical environment of the school.

The school is built on one level. Wheel chair access is available to access all areas through a lift. Space is restricted in some classrooms and class sizes are mainly large.

There is no disabled car parking facility on school property. However, there is one in close proximity on the village hall car park.

There is one disabled toilet in school.

Recommendations:

During H&S walkabout ensure disability provision is developed.

Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school as are practicable within stakeholder requirements and budgetary constraints.

St Anne's proactively seeks information regarding admissions of disabled pupils at its earliest opportunity and seeks to identify reasonable work that needs to be carried out to directly benefit any pupil.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Adjustments are made to ensure better access to written materials, including:

Scaffolded work sheets.

Appropriate dyslexia friendly Interactive Whiteboard backgrounds are used.

Classrooms and corridors have pictorial clues and key words displayed.

Visual timetables are provided for pupils where needed.

The school website is simple and easy to access.

School sends out school newsletters to parents/carers every fortnight and these are available on the school's website. Large print versions are offered.

All parents are offered the opportunity to speak to teachers to discuss pupils' progress or any concerns they may wish to discuss not only at consultation evenings but in person or by telephone whenever the need arises.

Pupil information, such as worksheets, is provided in an appropriate format taking into account impairments and preferences expressed by the pupils themselves, their parents or specialist services working in conjunction with teachers.

Where necessary, access arrangements for Key Stage 2 SATs are explored so that children with visual or hearing impairment are provided with appropriate resources.

The SENCO, along with the Year 6 class teacher (deputy headteacher), are experienced in applying for any extra time that children may require to complete the KS2 SATs.

Management, Co-ordination and implementation

The Disability Equality Scheme and Accessibility Plan is formally adopted by the Governing Body.

The Action Plan will be reviewed annually at the Governors 'Business Resources' Committee meetings in the Summer Term and then formally adopted by the Full Governing Body in the Autumn term.

The Scheme and Plan will be reviewed and a revised scheme published every three years.

Evidence for the evaluation will take place through:

- Face-to-face meetings with pupils, staff, parents and stakeholders
- Review of documents
- Staff awareness
- Lesson observations
- Parents opinions on questionnaires

All school policies will be reviewed to ensure that they comply with DES.

Publishing the school's plan

The school makes the accessibility plan available in the following ways:

- Through the School Office

- On the school web-site
- Making it available in alternative formats on request

Appendix A

Definition of Disability as written in the Equality Act 2010

DISABILITY

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis

and cancer are all considered as disabilities, regardless of their effect.

Physical or mental impairment includes sensory impairments and also hidden impairments.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Hearing Impairment
- Visual Impairment
- Attention Deficit Hyperactivity Disorder (ADHD).
- Attention Deficit Disorder (ADD)

An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The effect on normal day-to-day activities is on **one or more of the following:**

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

There are special provisions for people with progressive or recurring conditions.

At St Anne's C.E. Primary School, we will collect details of disabled

- Pupils - A list will be created using SEN register, medical records and entry data sheets. This will be held on the main school data base.
- Parents/Guardians/Carers - this information will be gathered from disclosure to school or from entry data sheets. This will be held on main school data base.
- Staff - by choosing to disclose the disability in confidence to the Headteacher. In future this information will be ascertainable from a job application form. This will be held on main school data base.

Disability Information will be Audited According to Type:

Type of Disability	Including	
Physical Impairment	Mobility difficulties, limb malformation, missing limb	
Sensory Impairment	Sight and Hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty including SpLD	Dyslexia, dyspraxia, ADHD, ADD, ASD, Obsessive Compulsive Disorder	
Medical Condition	Diabetes, Arthritis, Cancer, Depression and many other conditions which require long term treatment	
Social, Emotional and Behavioural Difficulties	Behaviour and emotional differences which impact daily life	
Speech and Language	Development delay or physical difficulties leading to Sp & L extra needs.	

Is Tom Disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?
 - Mobility: getting to/from school, moving about the school and/or going on school visits
 - Manual dexterity: holding pen pencil or book, using tools in design and technology , playing a musical instrument throwing and catching a ball.
 - Physical co-ordination: washing or dressing, taking part in games and PE.
 - Ability to lift, carry or otherwise move every day objects: carrying a full school bag or fairly heavy items
 - Continence: going to the toilet or controlling the need to go to the toilet
 - Speech: communication with others or understanding what others are saying. How they express themselves orally or in writing.
 - Hearing: hearing what people say in person or on a video, DVD, radio or tape recording
 - Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including and visual presentations in the classroom.
 - Emory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
 - Perception of the risk of physical danger: inability to recognise danger e.g. jumping from a height, touching hot objects or crossing roads.
2. Is Tom's difficulty caused by an underlying impairment or condition?
3. Has Tom's impairment or condition lasted a year or more?
4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to question 1 to 4 then Tom is probably disabled under the Disability Discrimination Act. If Tom received medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

The National Inclusion Statement

The statutory inclusion statement in the National Curriculum for England (below) describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. The statement provides examples of how this responsibility can be met.

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

Setting suitable learning challenges:

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of study set out what most pupils should be taught at each key stage - but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).
2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Responding to pupils' diverse learning needs:

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

3. Teachers should take specific action to respond to pupils' diverse needs by:

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils. A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to

learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school based intervention as set out in the SEND Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEND Code of Practice or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:

a. providing for pupils who need help with communication, language and literacy

b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

c. planning for pupils' full participation in learning and in physical and practical activities

d. helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work

e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or

equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

5. Teachers should take specific action to enable effective participation of pupils with disabilities by:

- a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Appendix B

Pupils with a Special Educational Need or Disability

Name	Reasonable Adjustments	Impairment	Status
	Daily work focusing on speech (t sound). Modeling speech.	SLCN	On register
	IEP, Differentiated spellings, Letter formation practice, Phonics keyring and flash cards, name writing daily.	MLD	On register - seen by EP
	IEP, number and letter formation practice, differentiated spellings.	MLD	On register
	IEP, Phonics group, individual reading, differentiated spellings, letter formation prompts.	SLCN	On register
	IEP, differentiated spellings, scaffolded worksheets, handwriting prompts, wobble cushion, pencil grip, seating, scribe, blue overlay	MLD	On register - seen by LST

IEP, EPATT, differentiated spellings, scaffolded worksheets, handwriting prompts, pencil grip, seating, scribe, blue overlay	MLD	On register - seen by LST
IEP, sits close to the front - wears hearing aid. Differentiated spellings, scribing when needed, scaffolded sheets, scribe when needed.	HI and SEMH	On register - HI team involved
Radio mic used in class- wears hearing aids.	HI	On register - HI team involved
Differentiated spellings, 1:1 support, EPATT, scaffolded tasks.	SpLD	On register - EHCP
Chunky pencil, letter formation prompts, scaffolded tasks.	MLD and SEMH	On register - awaiting Caudwell
IEP, Small group work, differentiated tasks and scaffolded sheets, letter formation.	MLD	On register
Small group work, differentiated tasks and scaffolded sheets, letter formation.	MLD	On register
IEP, Small group work, differentiated tasks and scaffolded sheets, letter formation.	MLD	On register
IEP, letter prompts, reading ruler, buff books, scribe, EPATT.	MLD	On register - EP involvement
IEP, prompts on desk, reading ruler, nurture, buff books, scaffolded sheets.	MLD	On register
Reading ruler, 1:1, buff books, scaffolded sheets.	SpLD	On register - EHCP
IEP, prompts on desk, reading ruler, buff books, scaffolded sheets, scribe as required.	MLD	On register - seen by LST
Currently not attending school. Weekly contact made.	ASD	On register - awaiting EHCP
IEP, scaffolded sheets, letter prompts, differentiated work.	MLD	On register

	Scaffolded sheets, letter prompts, differentiated work.	MLD	On register
	IEP, scaffolded sheets, letter prompts, differentiated work.	MLD	On register
	IEP, EPATT, scaffolded sheets, letter prompts, differentiated work.	SLCN	On register
	Nurture when needed	SEMH	On register
	Nurture when needed	ASD	On register
	IEP, scaffolded sheets, letter prompts, differentiated work.	MLD	On register - seen by LST
	Prompts on desk	MLD	On register - HI involvement
	IEP, prompts on desk, reading ruler, buff book, scaffolded sheets	MLD	On register
	Nurture, 1:1	SEMH	On register - EHCP
	Typing club, 1:1, EPATT, buff book, reading ruler, scribe, scaffolded sheets, access to technology	ASD	On register - EHCP
	Nurture support when needed	SEMH	On register

Appendix C

Exclusions 2023-2024

Year Group	Name	Disability Register	Type Disability	No of sessions exclusion	
	NIL				
Running total for children on Disability Register					
Running total for children NOT on Disability Register					

Action Plan for Disability Equality Scheme

	Activity	Responsible	Timescale	Outcome
Collecting views to inform scheme	Ensure all parents are aware of how to access DES resources, particularly when produced through school. E.g. Website	Office Manager / HT	Summer 2024	
	Collect views of disabled pupils through School Council	School Council leader	Summer 2024	
	Write questionnaire to parents that includes opportunity to raise access/disability issues.	HT	Summer 2024	

	Activity	Responsible	Timescale	Outcome
Access to curriculum	Ensure that all pupils with disabilities achieve socially and academically	SLT / SENDCO		
	Increase access to the curriculum	SLT / SENDCO		

	for pupils with a physical disability or identified specific learning difficulty to have access to specialist equipment to ensure they can access teaching and <ul style="list-style-type: none"> • learning 			
	Review ICT provision particularly access to the printed word. Investigate use of Read Aloud type of software.	SLT / SENDCO / Computing lead		

	Activity	Responsible	Timescale	Outcome
Access to wider curriculum	Review extra-curricular club provision with regard to the DES	Clubs coordinator		

	Activity	Responsible	Timescale	Outcome
Improving Physical Environment of school to increase access for	Improve and maintain access to the physical environment	HT		
	Improve the school's toileting facilities to support pupils with physical needs - changing places facilities	HT / LA		

	Liaise with other agencies eg Hearing Impairment Team, Diabetes team for DES provision.	HT/SENCO	Ongoing	
	During H&S walkabout ensure DES provision is developed.	Gov Business Resources	Annual walkabout	

Assessment will be:-

- the completion of essential set up tasks
- the impact of better awareness of everyone in school producing more positive opinions

Monitoring and evaluation to be done annually by Business Resources Governors