Equality Action Plan 2019-2022

TARGETS	STRATEGIES	OUTCOME	TIME FRAME	LEAD
To work with all staff to identify who are disabled pupils within the school	• Provide training e.g. Makaton • Consider barriers to access for individual pupils in context of complex needs	• Staff understand the range of disabilities represented in school • Staff make reasonable adjustments	continuous	Headteacher SENCO
School is aware of the access needs of disabled children.	• Create access plans for individual disabled children as part of SEN support process	• Individual plans in place for all disabled pupils and all staff aware of all access needs	continuous	Headteacher SENCO
Review existing building and external social areas to audit access for pupils or parents in wheelchairs. Include access to dining and refreshments.	• With the support of disabled parents or pupils, a practical review of access is carried out to identify any areas for improvement.	• An annotated plan defines areas where additional provision or amendments could be made. • This will result in improved access for all groups to the school's facilities.	Sept 2019	Business Manager Site Manager
To ensure that the physical access to the school is maintained	• Identify the barriers to physical access • Consider whether maintenance is required • Determine any adjustments that they may require	• Improved access for all	ongoing	Site Manager SBM
To identify barriers to access to the curriculum	• Audit curriculum content • Audit curriculum materials and resources • Consider access in planning	• All staff identify and address barriers in curriculum materials, resources, approaches and planning • Barriers included in provision map	ongoing	Staff SENCO Headteacher
To modify curriculum materials and information to remove barriers	• Provide information in simple language, symbols, large print, audio tape, Braille where appropriate • Use VAK (visual, auditory, kinasetic) approaches and ICT where appropriate	• All curriculum materials and information are accessible • Information is presented in a variety of user friendly ways	ongoing	Staff SENCO Headteacher
Audit classroom environment and organisation to ensure that pupils on the Autistic spectrum are able to access and work in all areas of the school	• Areas where ASD pupils need improved support learning environment, specific approaches and strategies are identified.	• Pupils with ASD will have greater levels of well-being and comfort, leading to increased concentration and, progress.	Jan 2020	SENCO
Audit of barriers to learning for pupils with disabilities.	• Pupil interviews and observations identify the barriers to learning for	• Barriers to leaning will be removed	ongoing	SENCO

	• pupils. • Consistent strategies and approaches are agreed for different needs within the classroom and school environment			
Improve ability of staff to differentiate learning tasks more effectively.	• Audit staff competency through appraisal programme / lesson observation. • Provide CPD to address issues identified.	• Improved competence & confidence of staff, leading to improved quality of teaching.	ongoing	Deputy Headteacher SENCO STAFF
To improve provision for pupils whom English is an additional language, particularly inward children who are at the early stages of English acquisition	• Teachers to make early assessment of EAL needs • Provide additional intervention • Improve teacher's knowledge and understanding of appropriate support and strategies	New pupils quickly experience high levels of confidence, wellbeing and security	ongoing	SENCO
Narrow the progress gap in Reading between boys and girls. KS2 Currently G av 5.4 B 2.7	• Robust analysis of data to identify barriers to B's progress and intervention • Audit reading books • Add graphic novels to UPKS2	The gap between boys and girls has closed	July 2020	JS SM
Provide high quality curriculum opportunities to promote understand and respect of differences, equality and diversity	• Teachers consistently deliver he JIGSAW programme • Teachers consistently deliver the mastery and greater depth elements of the RE agreed syllabus	Teaching and learning in Jigsaw and RE is at least good and often outstanding	July 2020	BD SM
Improve the diversity of community contribution to whole school assemblies, and thematic learning	• Invite faith and community leaders to present and lead assemblies • Every class visits a place of worship beyond the Christian faith each year • Thematic learning provides a balanced understanding of diverse cultures avoiding stereotypes.	Racial incidents in the school community are rare.	July 2021	HT DHT BD SM

May 2019