



All Saints' CEVCP School Equality Action Plan and Objectives

Action planned to meet statutory duty/legislation						Planned Outcome	Planned Actions	Timescale	To be Actioned	Monitored By	
R	D	G	SO	A	R/B						
✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	All staff aware of Single Equality Scheme and responsibilities	Regular agenda item at staff and team meetings	Termly	All Staff	Headteacher	
✓	✓	✓		<input type="checkbox"/>	<input type="checkbox"/>	Establish profile of job applicants to identify if any positive action is required to attract under- represented groups	Monitor job applicants for all posts Collate equality information from applications	April 2018	Head Teacher / Governors	Resources Committee	
✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	All policies reviewed and updated, and procedures audited, in light of the Equalities Act 2010	Continue to review all current policies and review equality issues & impact	As each policy written/updated	Head Teacher / Governors	Full Governing Body	
✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	Seek to broaden & strengthen our commitment to quality communications with all stakeholders	Communications available to all stakeholders in a range of formats Identify appropriate support & resources, e.g. large print, Braille, community languages as required	Ongoing	Office Staff	Steering Committee	
✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	Interested stakeholders receive requisite training in a range of equality/diversity issues, including transgender	CPD / INSET delivered to staff, governors & parents as required	December 2017	Head Teacher	SEND Gov	
✓						Pupils gain a greater awareness of racial diversity through curriculum & extended learning opportunities	Review curriculum content across the school Assemblies, enrichment days, lessons & resources provide opportunities for children to learn about racial & cultural diversity other than their own	April 2018	Subject Leaders	Learning and Achievement Committee	
	✓					Develop & strengthen the positive understanding of disability across the school to ensure that negative stereotyping is avoided/ eliminated where necessary	Lesson & curriculum audits identify positive examples of disability CPD provided to all staff as necessary	December 2017/ ongoing	SENDCO	SEND Gov	
		✓				To identify trends in attainment and progress across the school and narrow any gaps in attainment between genders	Regular analysis of internal progress and end of year attainment data to identify trends. Secure action planning to address & narrow any gaps. HT data reports to govs.	Annually	Class Teachers Subject Leaders	Learning and Achievement Committee	
R – Race							A – Age				
D – Disability							R/B – Religion or Belief				
G – Gender							SO – Sexual Orientation				

Aim 1: To increase the extent to which pupils with a disability can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Early Years providers to review potential intake and establish close liaison with parents	Collaboration and sharing between school and families Home visits by HT with new families provides opportunity for open dialogue concerning issues. Identify pupils who may need support – liaison with external agencies where appropriate before children start school.	Annual	HT EYFS Leader	Procedures/equipment/ ideas set in place by start of each academic year Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. e.g. Children with severe asthma,	<ul style="list-style-type: none"> To ensure collaboration between all key personnel Care plans in place before children start school. 	Ongoing	HT TAs Outside agencies	Clear collaborative working approach with provision in place to meet children's needs.
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> Seek advice from specialist advisory teachers i.e. SENDAT CPD for staff and a differentiated curriculum with alternatives offered. The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas – use of interactive ICT equipment sourced from occupational therapy 	Ongoing	Teachers SENDCO Special school Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum – advice from CISS followed.
To closely review and track attainment and progress of all SEN pupils.	<ul style="list-style-type: none"> SENDCO/Class teacher meetings/Pupil progress meetings Scrutiny of assessment system. Review of progress weekly by class teachers through Pupil Passports Regular liaison with parents 	Termly	Class teachers SENDCO	Progress made towards EHC targets Provision mapping shows clear steps and progress made
Additional training for teachers on differentiating the curriculum and increasing access to the curriculum for disabled pupils	<ul style="list-style-type: none"> Staff training and meetings with parents of SEN pupils arranged TA time allocated Training on ASD/Asperger's Syndrome/ SEMH. 	Termly Review	SENDCo CISS SENDAT	Increased access to the curriculum Needs of all learners met Parents fully informed

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To promote the involvement of disabled students in classroom discussions /activities To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> • Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Screen magnifier software for the visually impaired, coloured backgrounds for Smartboard slides, coloured worksheets • Training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Termly Review	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

Aim 2 -To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT	Enabling needs to be met where possible.
Ensuring everyone with a disability is able to be involved.	Create access plans for individual disabled children as part of EHC process. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	SENDCO Teaching and non-teaching staff	Needs met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> • Meet with parents, liaise with external agencies, identify training needs and establish individual protocols health plans where needed. • Ensure care plans are in place and followed by all staff. • Health needs board in staffroom and school kitchen updated regularly 	With immediate effect to be constantly reviewed	HT Occupational health	Plans up to date
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Facilitate drop off & collection of children with disabilities • Arrange interpreters from the RNID to communicate with deaf parents if needed 	With immediate effect to be	Whole school team With immediate effect to be	To ensure that disabled parents are not discriminated against and are encouraged to

Targets	Strategies	Timescale	Responsibilities	Success Criteria
	<ul style="list-style-type: none"> Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	constantly reviewed	constantly reviewed	take interest and be involved in their child's education

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parents with Hearing impairment	<ul style="list-style-type: none"> Regular communication with parents Interpreter provided for parents' eve/annual reviews 	Ongoing	Class teacher SLT	Two-way communication in place.
To ensure all children with ASD have access to the curriculum	<ul style="list-style-type: none"> Regular parental communication Individualised multi-sensory teaching strategies used for ASD children following advice from CISS 	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	All staff to be aware	
To review children's records ensuring school's awareness of any disabilities in school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	<ul style="list-style-type: none"> Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings Annual reviews EHC meetings Medical forms updated annually for all children Personal health care plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom Record keeping system to be reviewed. 	Annually Continual review and improvement	Class teachers Office staff Outside agencies SLT	Each teacher/staff member aware of disabilities of children in their classes Effective communication of information about disabilities throughout school.