

Disabilities Equalities scheme 2021-2024

Disabilities Equalities Plan				
Key Improvement Priority: Priority 1- To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site.		Year 2021	Finance Plan How much will the plan cost - Which account code/s will fund the plan -	
Lead person accountable for the plan:				
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> • All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders views have been considered within this plan. • To develop and aspirational culture in which Leaders have improved general provision and not just an increase in additional provision. • To ensure impact is tracked and is rigorously measured and is quantifiable; All pupil progress gains are in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark . • Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEND criteria in regard to disability to under achievement 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Conduct an annual audit to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stake holders views are represented with in the plan	School Administrator School caretaker Head Teacher	April 21,22,23	SMT	N/A
Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach communities.	SMT	On going	Staff meeting time as necessary	To be decided
To review and monitor the SEN offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEND statutory requirements	Senco	On going	Staff meeting time as necessary	To be decided
To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEND pupils and that Impact of provision can be measured.	Head Teacher Senco Class teacher	On going	Pupil progress meetings SMT meetings	SMT release time budget
To implement personalised CPD for staff linked to their cohorts pupil groups performance data and whole school self evaluation. CPD needs	SMT and specialist consultants	On going	CPD to be identified	School CPD budget.

Monitoring

Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>April /Oct/Feb/June</i>	<i>Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through heads report</i>	<i>Any external validation</i>
Impact: <i>What will the outcomes be?</i>		Evidenced by/ through		Evaluation <i>Have the intended outcomes been achieved?</i>	

Race Equalities plan 2021-24

Race Equalities Plan					
Key Improvement Priority: Priority 1- To ensure that pupils and adults can fully participate within the school's curriculum offer and that the school actively celebrates difference.		Year 2021-24		Finance Plan How much will the plan cost - Which account code/s will fund the plan -	
Lead person accountable for the plan:					
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> EAL Pupils make at least good if not better than expected. There is a visual celebration of difference through- out the school woven into the school's curriculum offer The school's curriculum design and enrichment opportunities proactively promotes community cohesion. Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. To link with hard to reach families . 				
Action		Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding.		Head teacher and Deputy Head	On going	N/A	School tracking updated anually
School to link EAL tracking to SIP whole school initiatives (pupil groupings)		Head Teacher	On Going	N/A	N/A
To appoint an EAL speciality consultant to support teaching staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff.		SMT Anna Hiatt	On going	To be decided	
To ensure we can communicate effectively with our EAL Families facilitated by our EAL consultant.		Anna Hiatt	On Going	N/A	"
To promote whole school positive ethos within the school curriculum through teaching and learning ,resourcing appropriately and enrichment experiences.		SMT Teaching staff	On Going	To be decided	
Monitoring					
Who	What	Where	When	How	External Validation
Staff member responsible	Specific outcomes	Staff mtg /progress mtgs termly	Oct/Feb/June	Scrutiny of data/ AM7	Any external validation

				<i>Lesson Observations/ termly report to govs through heads report</i>	
Impact: <i>What will the outcomes be?</i>		Evidenced by/ through		Evaluation <i>Have the intended outcomes been achieved?</i>	

Gender Equalities Scheme 2021-24

BEHAVIOUR & SAFETY ACTION PLAN				
Key Improvement Priority: Priority 1- To close the attainment gap between pupil groupings by developing an environment that promotes acceptance of difference.	Year 2021-24	Finance Plan How much will the plan cost - Which account code/s will fund the plan -		
Lead person accountable for the plan:				
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> To ensure that all pupils make at least expected progress and that many may exceed. To ensure any attainment gap between boys and girls demonstrated a reducing trend. To ensure that staff have a heightened awareness of educational issues for Gay, Lesbian and Transgender pupil groups and are aware of how to protect these pupil groups. To ensure that all pupil groups within school can articulate that they feel safe. To have effective strategies to tackle the usage of Homophobic language. To ensure that curriculum design and resources meet the needs of Gay, Lesbian and transgender pupil groups. To develop an ethos and environment visually demonstrates that young people can be themselves. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
All staff including non-teaching staff to have bespoke training on Gay, Lesbian and Transgender pupil groupings in order to provide an appropriate curriculum and school environment to support learning.	SMT	Ongoing	Staff meeting time as necessary	CPD budget
To include Sexuality training within the school's annual Safeguarding update at the start of term for all staff.	SMT	Ongoing	Annual training session	Training time
The school audits curriculum provision and invests in appropriate enrichment activities and resources to support these pupil groupings.	SMT Quality teams	Ongoing	Staff meeting time as necessary	To be decided
Equalities champion for all pupil groupings linked to Pastoral role to report annually to Governors and to be nominated person for up to date training.	Senco	On Going	Staff meeting time as necessary	To be decided
The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities	SMT Class teachers Link Governors	Ongoing	Staff meeting time as necessary	To be decided

Pupil conferences to audit pupil views on the appropriate use of language to describe difference and how effective are the application of the schools policies and additional actions to implement this plan.	SMT	Ongoing	1 x per term	To be decided
To review schools anti bullying policies and track any inappropriate Homophobic language.	SMT	On going	N/A	N/A
Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures.	SMT and Class Teacher	Ongoing	To be decided	Meeting time
School identifies additional resources on the schools provision map to target closing the gap for pupil groupings	SMT	Ongoing	To be decided	Intervention Budget and Tuition Budget

Monitoring

Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>Oct/Feb/June</i>	<i>Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through heads report</i>	<i>Any external validation</i>

Impact: What will the outcomes be?	Evidenced by/ through	Evaluation Have the intended outcomes been achieved?