

## Equality & Accessibility Action Plan 20.21 – 23.24



Aspect of the equality duty & issue identified	Objective Timescale	Activities	Responsibility	Monitoring
<b>SEN / Disability</b>				
Attainment of SEND pupils	Make reasonable adjustments for SEND pupils so they make good or better progress from their starting points by the end of KS1	CPD: <ul style="list-style-type: none"> <li>• Executive functioning skills</li> <li>• Wellcomm tools to support Speech &amp; Language</li> <li>• Sensory Processing</li> </ul>	SENCo Class teachers	Pupil data Work outcomes Pupil views
<b>Ethnicity</b>				
Awareness of different races	Highlight different races to promote a positive attitude to race	<ul style="list-style-type: none"> <li>• Make use of SIMS data to raise awareness for staff</li> <li>• Embed British values into the curriculum</li> <li>• Use RESPECT value to raise awareness</li> <li>• Use cultural assemblies to promote races</li> <li>• Invite wider range of visitors into school</li> <li>• Displays &amp; resources promote diversity</li> </ul>	PSHE lead Classroom staff	Pupil views Assemblies Pupil outcomes
<b>Gender</b>				
Promote gender equality of opportunity	Similar rates of progress of girls & boys	<ul style="list-style-type: none"> <li>• Embed new PSHE / RSE programme and policy</li> <li>• Literacy Curriculum texts interest both genders</li> <li>• Keep up sessions</li> <li>• Catch up sessions</li> <li>• Invite male models into school</li> </ul>	Class teachers English & Maths lead	Pupil data Work outcomes Pupil views
<b>Religion / belief</b>				
Awareness of different culture and beliefs	Fully implement the WCC RE curriculum	<ul style="list-style-type: none"> <li>• New RE lead to attend CPD</li> <li>• Monitor outcomes of each unit of work</li> <li>• Each Key Stage has awareness of different beliefs</li> </ul>	RE lead Classroom teachers	Work outcomes Pupil views

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<b>Curriculum</b>				
Increase access to out-of-school sports activities	Pupils have equal access to all after school activities v ALL	<ul style="list-style-type: none"> <li>• Positively discriminate when clubs are oversubscribed</li> <li>• Offer some clubs targeted at SEND pupils only</li> <li>• Ensure club leaders are aware of any SEND issues &amp; make reasonable adjustments to be inclusive</li> </ul>	PE lead	Club lists SEN log
<b>Physical Environment</b>				
Accessibility	Improve access to all pupils and staff	<ul style="list-style-type: none"> <li>• Review and implement a preferred layout of class furniture and equipment</li> <li>• Seek advice from Specialist Teaching Service / Complex Needs team on individuals</li> <li>• Individual work-stations established for pupils who may need it</li> <li>• Outdoor equipment is accessible to all</li> </ul>	SENCo Class teachers	Classroom walks Pupil & staff views Monitoring feedback from SEN specialists
<b>Written Information</b>				
Minimize disadvantages for families where there is EAL	Improve communication with for families where there is EAL	<ul style="list-style-type: none"> <li>• Identify ALL languages spoken by families in school</li> <li>• Provide written information in different formats when requested for individual purposes</li> <li>• Use of translation service</li> <li>• Use translation apps</li> <li>• Staff / parent discussions to ensure information is clear and understood</li> <li>• Explore capacity for translation via website</li> </ul>	Office	Written materials