



Heather Garth Equality and Diversity Action Plan 2018 - 2023

Objective	Target Group	Action	Timescale	Staff Responsible	Success Criteria	Evaluation
<u>Behaviour, Personal Development and Well-being</u> Objective	SEND Pupils / adults Disadvantaged	Annually review single equality school.	September 2018 and ongoing	Headteacher Staff SENDCo All staff	Equality and Diversity	Our school values
To show how the school is meeting its general understanding of equality across all of its areas of responsibility	All children EAL SEND Children with disabilities currently in school.	Anti-Bullying monitoring Celebrating differences through Assemblies, the delivery of the PSHE Curriculum (Learning Mentor) Look at accessibility of site for wheelchair access, hearing impairments, sight impairments	September 2018 and ongoing	Headteacher SENDCo All staff	embedded throughout school, the curriculum and policies	Children can speak about what bullying is confidently and they feel comfortable speaking to adults in school should they need to mix and get on well with each other
<u>Achievement</u> To offer all necessary attainment for all children from Ethnic Minorities, SEND Disadvantaged families and girls and boys. (See SDP) so that they can play a part in the school's activities	All children Disadvantaged EAL SEND All children with disabilities currently in school.	Track children Make reasonable adjustments for disabled parents/carers eg. Plan effective quality first teaching communicating with them via the phone, putting learning tasks and letters into larger font and providing wheelchair access, disabled parking, Enrich curriculum through offering parents the opportunity to arrive earlier or later to meet their needs to events in school Monitor formative and summative assessment data, if identified support through Cohort Action Plan	September 2018 Already in place and ongoing September 2018 and ongoing	Headteacher Headteacher SENDCo SENDCo All staff	No significant patterns of underachievement are identified and strong / significant achievement from a child's starting point is monitored and celebrated.	All pupils are tracked rigorously. Reasonable adjustments are frequently made to cater for the needs of staff, children and parents or carers eg. children are collected from different entrances, parental use of staff car park disabled bays.
To produce policies and practices which are non-discriminatory and actively	All groups with SEND.	Existing Policy procedures and practices to undergo	September 2018 and ongoing	Headteacher SENDCo SLT	Policies and practices are non-discriminatory and	Policies are non-discriminatory and promote equality.



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promote disability and equality		disability equality impact assessment			actively promote disability equality.	
<u>Curriculum Developments</u>	All children	Ensure teaching methods and resources encourage	Already in place	All staff LH – Dedicated	Role models referred to in	Our school values and recognises
<u>Quality of Teaching</u> To promote Citizenship teaching throughout school and ensure this learning is a thread throughout the appropriate curriculum areas and linked to British Values and PSHE	Children with disabilities currently in school.	positive attitudes and greater understanding of diversity with a particular regard to issues of race, cultural disadvantage, disability and gender.	September 2018 and ongoing	PE Lead / Sports Coach	teaching Planning monitored and demonstrates opportunities for cultural diversity, display and assemblies also incorporate similar. Diversity is promoted and discrimination is challenged. Equal access is promoted in extra-curricular activities	recognises diversity. All children have a sense of belonging. Children's own experiences of cultural diversity are explored during lessons, assemblies and displayed where possible. Our after school clubs promote equality eg. girls play in school football team A wide range of clubs are available for all pupils to attend