

## Heather Garth Equality and Diversity Action Plan 2018 - 2023

Objective	Target Group	Action	Timescale	Staff Responsible	Success Criteria	Evaluation
<p><u>Behaviour, Personal Development and Well-being</u></p> <p>To show how the school is meeting its general duty to promote disability equality across all of its areas of responsibility</p>	SEND Pupils / adults Disadvantaged EAL SEND All	Annually review single equality school. On-going monitoring in line with SEND	September 2018 and ongoing	Headteacher SENDCo All staff	Equality and Diversity embedded throughout school, the curriculum and policies	Our school values and recognises diversity. All children have a strong sense of belonging. There are no racist / homophobic incidents and pupils from different backgrounds mix and get on well with each other
<p><u>Achievement</u></p> <p>Ensure high levels of attainment for all children from Ethnic Minorities, SEND, Disadvantaged families and girls and boys. (See SDP)</p>	Disadvantaged EAL SEND All	Track children carefully * Plan effective quality first teaching * Introduce pre learning tasks and specific interventions * Enrich curriculum through visits/visitors and experiences Monitor formative and summative assessment data, if identified support through Cohort Action Plan	September 2018 and ongoing	Headteacher 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 pupil groups are tracked rigorously.
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.
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To promote understanding of and respect for differences	All children  Children with disabilities currently in school.	Anti-Bullying 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	CPOMS entries / logs	Children can speak about what bullying is confidently and they feel comfortable speaking to adults in school should they need to.
To offer all necessary reasonable adjustments for parents and carers so that they can play a part in the school's activities	All children  Children with disabilities currently in school.	Make reasonable adjustments for disabled parents/carers eg. communicating with them via the phone, putting letters into larger font and providing wheelchair access, disabled parking, offering parents the opportunity to arrive earlier or later to meet their needs to events in school	Already in place  September 2018 and ongoing	Headteacher SENDCo All staff	Disabled parents and carers are not disadvantaged	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 and phone calls home to reassure parents.

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<p><u>Curriculum Developments</u> <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</p>	<p>All children  Children with disabilities currently in school.</p>	<p>Ensure teaching methods and resources encourage positive attitudes and greater understanding of diversity with a particular regard to issues of race, cultural disadvantage, disability and gender.</p>	<p>Already in place  September 2018 and ongoing</p>	<p>All staff LH – Dedicated PE Lead / Sports Coach</p>	<p>Role models referred to in 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</p>	<p>Our school values and 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</p>
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