

## EQUALITY ACTION PLAN (including accessibility plan) 2021-2024, reviewed 2021

Progress towards these objectives is reviewed annually and summarised every three academic years. This Equality Action Plan forms part of our annual school improvement plan and includes objectives relevant to both children and staff within our school community.

| Equality Action Plan  |   |  |   |  |  |                     |
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| Public Sector Equality Duty   | Equality Objectives   | Actions  | How will the Impact be monitored  | Who is responsible   | Time Frames  | Progress Commentary |
| <b>Eliminate discrimination, and promote positive ethos around diversity.</b> | To further enhance our curriculum to ensure diversity across all aspects of life. | <ul style="list-style-type: none"> <li>-A broad and balanced, well sequenced curriculum planned.</li> <li>-Diversity planned into curriculum via 'Inspiration People' in each year group.</li> <li>-Half term of science lessons per year for children to learn about inspirational scientists from diverse backgrounds.</li> <li>-Links to wider community-parents supporting diversity within the curriculum and beyond (parent committee)</li> <li>-Diversity 'Coffee Morning' planned to explore diversity within Trent and beyond.</li> <li>-Promote diversity through books used across curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>-Parent surveys.</li> <li>-Pupil voice.</li> <li>-Pupil book scrutiny.</li> <li>-Curriculum map provision.</li> <li>-Planning scrutiny.</li> </ul> | <ul style="list-style-type: none"> <li>-Head of curriculum.</li> <li>-SLT.</li> <li>-CSSW (curriculum, safeguarding, standards, welfare) governors.</li> </ul> | <ul style="list-style-type: none"> <li>-Termly during CSSW.</li> <li>-Annual parent survey and pupil voice.</li> <li>-Termly book scrutiny.</li> </ul> |                     |
| <b>Advance equality of opportunity between different groups.</b>              | To continually develop our British values of tolerance and respect for all.       | <ul style="list-style-type: none"> <li>-Explore how our school values underpin British Values.</li> <li>-Picture News used in KS2 links to collective worship and FBV each week.</li> </ul>  | <ul style="list-style-type: none"> <li>-Pupil voice.</li> <li>-Subject leaders to look at how this promoted through their subjects.</li> <li>-Collective worship monitoring.</li> </ul>   | <ul style="list-style-type: none"> <li>-SLT- weekly meetings.</li> <li>-RHE lead.</li> </ul>   | <ul style="list-style-type: none"> <li>-Termly (RE lead).</li> <li>-weekly SLT meetings.</li> </ul>  |                     |

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| <p><b>Foster good relations between different groups.</b></p> | <p>For all children to learn about all the major world faiths through a well-planned and taught RE curriculum; for all children to have visited the place of worship of at least four major world faiths by the time they leave the school at the end of Year 6</p> | <p>-RE curriculum and implemented from September 2018.<br/>-World Faith Topics- Years 1-6 taught throughout year during RE lessons. This is mapped out to build upon their previous knowledge.<br/>-Links made to the local places of worship for ongoing partnership wherever possible.<br/>-Virtual visits arranged when restrictions were in place.</p> | <p>-Monitoring done via V&amp;V committee (vision and values committee) and feedback to full GB.<br/>- Children’s learning in RE to be monitored.<br/>-SLT to monitor CPOMs weekly and look at incidents being reported and deal with and to monitor trends and deal with any patters of concern.</p> | <p>-RE subject leader.<br/>-Safeguarding/RHE lead.<br/>-SLT.</p> | <p>Trips continued each year, as part of planned curriculum, plus visits from members of the faith community (often school families).</p> | <p>New RE syllabus adopted in 2018 which includes range of World faith studies and continuing visits to places of worship.</p> <p>Plan for moving forward:<br/>Rec- Christ Church<br/>Year 1-Jewish visitor<br/>Year 2-Synagogue<br/>Year 3- Mosque<br/>Year 4- Gurdwara<br/>Year 5- Greek orthodox<br/>Year 6- Buddhist temple</p> <p>Meet termly to discuss progress against this.</p> <p><b>Autumn Term 2021:</b><br/>-No religion related discriminatory incidents report.</p> |
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**Accessibility Action Plan**

| Public Sector Equality Duty                               | Equality Objectives  | Actions  | How will the Impact be monitored                               | Who is responsible   | Time Frames     | Progress Commentary |
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| <p><b>Accessibility Plan (Reasonable adjustments)</b></p> | <p>To make reasonable adjustments for disabled pupils and those with SEN so that pupils with</p> | <p>-Continue to source and purchase additional resources for those pupils with additional needs.</p> | <p>-Risk assessments will be undertaken where appropriate.</p> | <p>Headteacher.<br/>SENCO.<br/>Governor with responsibility for SEN.</p> | <p>Ongoing.</p> |                     |



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|   | individual needs can take part in all aspects of school life   | <ul style="list-style-type: none"> <li>-Continue to monitor and provide aide needed so children with additional needs can fully participate in all aspects of school life.</li> <li>-All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.</li> </ul>  | -Providers will comply with all legal requirements.   |   |                                       |   |
| <b>Accessibility Plan.</b><br><b>Access to all (curriculum)</b> | To ensure access to the curriculum for all pupils from all groups.                                     | <ul style="list-style-type: none"> <li>-Learning aids to be produced to meet the needs of individual pupils.</li> <li>-Intervention training for support staff.</li> <li>-Termly 'My support plan' meetings to take place to assess and address needs.</li> <li>-Staff meeting on 'adaptive teaching' to ensure differentiation meets needs of all learners.</li> <li>-Staff trained to meet individual medical needs of pupils where applicable.</li> </ul> | <ul style="list-style-type: none"> <li>-Book scrutiny of SEND pupils.</li> <li>-Learning walk to look at access arrangements for pupils.</li> <li>-Pupils Progress meetings.</li> <li>-Feedback from parents and pupils.</li> </ul> | Class teacher/TAs.<br>SENCO.<br>Headteacher.<br>Medical lead.   | As required.                          | Resources in class in line with current needs.<br>Annual Epipen training.<br>Defibrillator training annually.<br>TA meetings update on medical. |
| <b>Accessibility Plan (Physical environment)</b>                | Ensure each area of the school has wheelchair access.<br><br>Disabled access toilet readily available. | <ul style="list-style-type: none"> <li>-Termly 'Health and safety' walkabout with governor.</li> <li>-External alarms to be fitted with a visual (lights).</li> <li>-Daily walkabout from site managers to ensure interior</li> </ul>  | <ul style="list-style-type: none"> <li>-Risk assessments will be undertaken where appropriate.</li> <li>-Report from H&amp;S walkabout.</li> <li>-Yearly annual conditions survey.</li> </ul>                                       | <ul style="list-style-type: none"> <li>-Site managers.</li> <li>-School business manager.</li> <li>-Governors.</li> </ul> | Termly.<br>Yearly- conditions survey. |   |



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|   | <p>Emergency systems to have visual alarms where necessary.</p> <p>Internal doors accessible for wheelchair users.</p> <p>Maintain safe access around exterior of school.</p> <p>Maintain safe access around interior of school.</p> | <p>and exterior of school is safe and accessible.</p>  |   |   |                |   |
| <p><b>Accessibility Plan</b><br/><i>(Delivery of written information)</i></p> | <p>Availability of written material in alternative formats.</p>  | <ul style="list-style-type: none"> <li>-Newsletter emailed to all families as well as on the website.</li> <li>-Google Classroom used to post letters and information.</li> <li>-Printed documents for those who have limited access.</li> <li>-Improve availability of information for parents who require translated formats.</li> </ul> | <ul style="list-style-type: none"> <li>-Parent voice.</li> <li>-Parent survey.</li> <li>-Attendance register at parent events.</li> </ul> | <p>SENCO.<br/>Headteacher.<br/>Governors.</p> | <p>Ongoing</p> | <p>Survey January 2022 for key parents.</p> |