

## Accessibility

Objective	Action/Task	Resources	Timescale
For School Council members to be involved.	School Council meetings to include issues relating to Disability.	School council	On going
As policies are reviewed ensure impact assessment is considered to ensure Protected Characteristics are eliminated	Follow rolling programme	SLT/Gov Body time	On going
Ensure access for all to the curriculum	Discuss curriculum approaches and provision with stake holders	All Stakeholders	Ongoing
Ensure access for all to the physical environment.	Review physical environment through risk assessments and discussion	Governors	Ongoing

## **Community Cohesion**

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Community Cohesion	Report to Governing Body on Community Cohesion activities	Governing Body minutes	HT	Ongoing
Community cohesion	Foster links with other countries as part of the Eco schools programme and develop a deeper awareness of local and national and global dimensions through the curriculum	Eco schools team minutes and Green Flag		Ongoing
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness	Newsletters HT report to Governing	All staff	Ongoing

	and understanding of different communities eg: Mosque, Church, Diwali, Eid, Christmas	Body		
--	---	------	--	--

## Gender

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Pupil progress meetings	Designated member of staff Governing Body	ongoing
Gender	Monitor children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Pupil progress meetings	Designated member of staff Governing Body	ongoing
Gender	Monitor and analyse staff profile and act on any trends or patterns	Report to Governing Body Pupil progress meetings	Designated member of staff Governing Body	ongoing

## Looked after Children

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Looked after Children	Monitor and analyse LAC's attainment and progress and act on any trends or patterns in the data that requires additional support for pupils	Pupil progress meetings	Designated member of staff Governing Body	
Looked after children	Monitor and analyse LAC's take up of activities and act on any trends or patterns in the data that requires additional support for pupils	Report to HT	Designated member of staff Governing Body	
Looked after children	Monitor and analyse LAC's behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	
Looked after children	Monitor and analyse LAC's attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Special Educational Needs	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	
Special Educational Needs	Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	
Special Educational Needs	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	

## Disability

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Disability	Through a questionnaire, ascertain which members of our school community may be included in the 2010 Equality Act definition of disability	Disability register to be drawn up	DHT	
Disability	Through a questionnaire collect views of reasonable adjustments required for pupils with a disability, their parent and other stake holders.	Report to Governing Body	DHT	
Disability	Monitor and analyse children's attainment and progress by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	
Disability	Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	
Disability	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment.	Report to Governing Body	All staff through PHSCE, assemblies	
Disability	Monitor and analyse staff profile with regards to disability and act on any trends or patterns	Report to Governing Body	Designated member of staff Governing Body	
Disability	Design a Personal Emergency	Report to Governing Body	DHT	

	Egress Plan (PEEP) to ensure disabled staff/children are able to evacuate the building safely in case of an emergency			
Disability	Evaluating the impact of reasonable adjustments on children with a disability and report annually to governors	Have discussed with child/teacher/parents the impact of any reasonable adjustment on children with disability,	DHT	

See Disability Action Plan

### Race

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Race	Monitor and analyse racist incidents occurring within school.	Report to Governing Body and LA	HT	
Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	
Race	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for	Report to Governing Body	Designated member of staff Governing Body	

	pupils			
Race	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	
Race	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to Governing Body	Designated member of staff Governing Body	