

Equality Objective 1 : To ensure equality of experience within school					
Evidence		Protected Characteristic	Quantitative Target		Stakeholders
<ul style="list-style-type: none"> •Specific comments within consultation •Verbal comments from visitors to schools •Increasing number of pupils with disability within school •Statementing reviews, annual reviews •Health and Safety audits •Accessibility plans and planning •School Improvement plans •School ALN policies •Equality Policy and previous SEP 		Public Duty <ul style="list-style-type: none"> •Advance equality of opportunity Protected Characteristics <ul style="list-style-type: none"> •Disability •Age 	<ul style="list-style-type: none"> •Increased attendance at school events due to better access and more accessible environment •Increased satisfaction expressed by pupils and families during PCPs •Increase in well-being •Increase in involvement and achievement of disabled pupils within schools 		Pupils, parents/carers, governors, grandparents, staff, visitors
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
Form a Pupil Equalities Group as part of the School Council. Crownbridge pupils to be part of School Council	Pupils engaged and involved in ensuring equality of opportunity within the school: regular meetings; activities to develop empathy / understanding; presentations to classes and during assemblies; presentations to governing body	HT/Assistant Head	Annually	School Council to discuss as part of their meetings. School Council minutes to reflect discussions and activities re equality of opportunity	Crownbridge pupils attend all meetings Varied representation of pupils in school council.
Audit of accessibility including physical and other disabilities Involvement of school council considering accessibility of school	All opportunities considered for disabled pupils/stakeholders through appropriate risk assessment Improved accessibility for any stakeholders with a disability Pupil voice listened to and acted upon to improve accessibility	ALNCO - Audit of communication, advice from SIS, RNID,RNIB ALNCO - Review adaptations for ALN and disabilities e.g. SpLD, Dyslexia, Cerebral Palsy, H.I. Members of School Council - Audit of accessibility with LA H&S officer	Termly Termly As required Annually	SLT – termly monitoring FADE forms from ALNCO observations; Pupil Equalities Group minutes and evidence file Listening to learners	Audit of accessibility by school council to be completed Summer 19

		SSO / CT / HT/ DHT Health and Safety walk- Governor			
Recognising making adjustments and adaptations to meet needs of pupils	All pupils able to access provision and resources as necessary	ALNCO - Translation and interpretation when required All staff - Making adaptations for pupils ALNCO – provision map	When required Termly Termly / as required	Learning Looks ALNCO FADE forms Listening to learners	Moderation of ALN pupils shows nearly all pupils make at least good progress from their starting point. All staff making adjustments and adaptations e.g. seating arrangements, groupings, instruction, differentiation, visuals, resources – IEP,OPP
Staff training	Staff equipped to meet needs of learners with additional needs Improved achievement, wellbeing and engagement for pupils with ALN Increased participation / understanding of needs for governors and staff (PCP for governors and staff)	All staff - Autism friendly schools- CD training PCP training	Autism training part 1 completed Spring 1 Autism training part 2 Autumn 2017 PCP training Autumn 2017	Learning Looks Staff self evaluations	Staff meeting on PCP and changes to ALN Bill Autumn 17 Governor consultation on ALN reform – Autumn 2018 ALNco training on PCP reviews – to be rolled out 2019-2020. School to continue Autism training programme.
Audit of resources	Quality resources to enable pupils to access the curriculum Wide range of texts in the school library	Reading SL - Audit of library to order suitable texts ALNCO / School Council Group - Audit of ALN resources within classes	Summer term 2017 Termly	Reading SL – English / LLC planning for use of texts ALNCO – FADE form Listening to learners	CE has audited books as part of the implementation of the Accelerated Reader Programme in Y6. Form this CE ordered a range of books that are age appropriate with the

					interest level of UKS2 but at the appropriate reading level. ALN resources ordered as and when required following pupil reviews.
Sharing knowledge across cluster	Positive transition experiences for pupils with additional needs to increase wellbeing and reduce anxiety Termly Cluster Equalities Group meetings	Y6 Teachers, Secondary Transition Leader, ALNCO - Enhanced transition School Cluster Leads – sharing of resources and events		HTs Listening to learners	Meetings with Secondary transition leads identified vulnerable learnings. Enhanced transition discussed. John Muir transition project to begin June 18
Make adjustments and adaptations to meet needs of parents and carers Involving parents and carers	Increased attendance and / or engagement for school events: performances; celebrations; pupil progress meetings; parent group meetings	HT - Translation and interpretation when required All teachers / School Clerk - Other arrangements for parents/carers e.g. phone calls instead of attending parent's evenings DHT / School Clerk - Communicating accessibility to all stakeholders FACE group : Well-being group for parents, Parenting courses	When required When required Termly updates Termly meetings	HT - Parent attendance data Comments in future stakeholder questionnaires	Terrific Thursday being held May 18. Coffee mornings/afternoons held at various times. Adaptations of LA Attendance Policy for those hard to reach parents e.g. telephone calls/home visits rather than meetings in school. Variety of media used for communicating with parents.
Audit of extra-curricular activities and suitable adaptations made	All pupils able to access clubs that are offered to their classes	ALNco / CB teacher - Role models for disability PE Coordinator, Art & DT Coordinator, School Council- Opportunities for sports and creative Arts KS2 Leader, FP Leader. School Council to audit golden time and extra - curricular activities and access to for all pupils	Termly meetings	SLT - Curriculum Listening to learners	FP after school club for mainstream and Crownbridge pupils, including physical activities. All golden time activities (ophysical and non-physical) inclusive to all pupils, including Crownbridge pupils.

					<p>Art club is available every day at lunchtimes for all children to attend (Timetabled) and is inclusive to all pupils.</p> <p>A good range of art and DT activities are always available for children to choose their golden time. These activities are again inclusive for all pupils including Crownbridge children who have their golden time alongside mainstream pupils. After school choir club has been set up, all pupils (both Crownbridge and mainstream) encouraged to join.</p> <p>ALN pupils attend Upbeat and Play Sports sessions as part of the curriculum.</p>
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Key:

LLc team

STEM team

Expressive arts team

Humanities Team

Health and Wellbeing Team