

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 •Statemnting 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/DT/FP lead	Annually	School Council to discuss as part of their meetings. School Council minutes to reflect discussions and activities re equality of opportunity	Varied representation of pupils in school council. Crownbridge pupils attend meetings.
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 was completed Summer 19 Regular reviews and adaptations made where necessary.

		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 Provision maps Provision overview Assessment tracker	Moderation of ALN pupils shows nearly all pupils make at least good progress from their starting point (see assessment tracker) All staff making reasonable adjustments and adaptations e.g. seating arrangements, groupings, instruction, differentiation, visuals, resources – IEP,OPP in line with provision overview map.
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 2019-2020 Hearing impairment training – all staff – 2019	Learning Looks Staff self evaluations	ALNco training on PCP reviews – to be rolled out 2019-2020. 2 further staff training completed in preparation for new ALN code. Governor training planned Summer 2020 School to continue Autism training programme – ongoing – delayed start due to school closure.
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 previously audited books as part of the implementation of the Accelerated Reader Programme throughout Key stage 2. From this CE ordered a range of books that are age appropriate with the interest level of UKS2 but at the appropriate reading level. New innovation suite provides access to quality text for all areas of the curriculum.

					<p>All pupils can now access MyON online resources for over 1000 books.</p> <p>ALN resources ordered as and when required following pupil reviews.</p>
Sharing knowledge across cluster	<p>Positive transition experiences for pupils with additional needs to increase wellbeing and reduce anxiety</p> <p>Termly Cluster Equalities Group meetings</p>	<p>Y6 Teachers, Secondary Transition Leader, ALNCO</p> <p>- Enhanced transition</p> <p>School Cluster Leads – sharing of resources and events</p>		HTs Listening to learners	<p>John Muir transition project began June 18</p> <p>Meetings with Secondary transition leads identifies vulnerable learnings. Enhanced transitions for early years, between year groups, Year 6 pupils and new pupils.</p> <p>ALNco attends termly cluster meetings and has developed school readiness survey and action plan.</p>
<p>Make adjustments and adaptations to meet needs of parents and carers</p> <p>Involving parents and carers</p>	<p>Increased attendance and / or engagement for school events: performances; celebrations; pupil progress meetings; parent group meetings</p>	<p>HT - Translation and interpretation when required</p> <p>All teachers / School Clerk</p> <p>- Other arrangements for parents/carers e.g. phone calls instead of attending parent's evenings</p> <p>DHT / School Clerk - Communicating accessibility to all stakeholders</p> <p>FACE group : Well-being group for parents, Parenting courses</p>	<p>When required</p> <p>When required</p> <p>Termly updates</p> <p>Termly meetings</p>	HT - Parent attendance data Comments in future stakeholder questionnaires	<p>Adaptations of LA Attendance Policy for those hard to reach parents e.g. telephone calls/home visits rather than meetings in school.</p> <p>Variety of media used for communicating with parents.</p> <p>All parents/carers participate in PCP reviews.</p> <p>Family links workers has regular engagement meetings with parents/carers.</p> <p>Regular parent engagement events planned, such as coffee mornings and multi- agency presentations.</p>
Audit of extra-curricular activities and suitable adaptations made	All pupils able to access clubs that are offered to their classes	<p>ALNco / CB teacher - Role models for disability</p> <p>PE Coordinator, Art & DT Coordinator, School</p>	Termly meetings	SLT - Curriculum	<p>FP after school club for mainstream and Crownbridge pupils, including physical activities.</p> <p>All golden time activities (physical</p>

		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		Listening to learners	and non-physical) inclusive to all pupils, including Crownbridge pupils. 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. ALN pupils attend Upbeat and Play Sports sessions as part of the curriculum.
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Chair or governors _____

Key:

LLC team

STEM team

Expressive arts team

Humanities Team

Health and Wellbeing Team