

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/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. 2020/2021 - Due to Covid restriction and school closures school council was unable to be formed. 2021/2022 – the school council was restarted in the spring term of 2022. There are currently no representatives from Crownbridge due to ongoing Covid restrictions, but this will be looked at for summer term.
Audit of accessibility including physical and other disabilities	All opportunities considered for disabled	ALNCO - Audit of communication,	Termly	SLT – termly monitoring	Audit of accessibility by school council was completed Summer 19

<p>Involvement of school council considering accessibility of school</p>	<p>pupils/stakeholders through appropriate risk assessment</p> <p>Improved accessibility for any stakeholders with a disability</p> <p>Pupil voice listened to and acted upon to improve accessibility</p>	<p>advice from SIS, RNID, RNIB</p> <p>ALNCO - Review adaptations for ALN and disabilities e.g. SpLD, Dyslexia, Cerebral Palsy, H.I.</p> <p>Members of School Council - Audit of accessibility with LA H&S officer</p> <p>SSO / CT / HT/ DHT Health and Safety walk-Governor</p>	<p>Termly</p> <p>As required</p> <p>Annually</p>	<p>FADE forms from ALNCO observations;</p> <p>Pupil Equalities Group minutes and evidence file</p> <p>Listening to learners</p>	<p>Regular reviews and adaptations made where necessary.</p> <p>2020/2021 - Due to Covid restriction and school closures school council was unable to be formed.</p> <p>2021/2022 – the school council was restarted in the spring term of 2022. There are currently no representatives from Crownbridge due to ongoing Covid restrictions, but this will be looked at for summer term.</p>
<p>Recognising making adjustments and adaptations to meet needs of pupils</p>	<p>All pupils able to access provision and resources as necessary</p>	<p>ALNCO - Translation and interpretation when required</p> <p>All staff - Making adaptations for pupils</p> <p>ALNCO – provision map</p>	<p>When required</p> <p>Termly</p> <p>Termly / as required</p>	<p>Learning Looks</p> <p>ALNCO FADE forms</p> <p>Listening to learners</p> <p>Provision maps</p> <p>Provision overview</p> <p>Assessment tracker</p>	<p>2019/2020 - Moderation of ALN pupils shows nearly all pupils make at least good progress from their starting point (see assessment tracker)</p> <p>All staff making reasonable adjustments and adaptations e.g. seating arrangements, groupings, instruction, differentiation, visuals, resources – IEP, OPP in line with provision overview map.</p> <p>2020/2021 - progress had been hindered due to COVID 19 and school closures.</p> <p>During school closures all staff provided additional and personalised support for all ALN pupils.</p> <p>All complex and highly complex pupils were offered a hub provision.</p>

					<p>2021/2022 – ALN class running full time for highly complex pupils. There are currently 20 pupils accessing this provision, this is not on a full-time basis, there is never of more than a ratio of 1:3.</p> <p>All staff are aware of the universal provision that we provide pupils and what is now classes as ALN under the new act.</p> <p>All staff are aware of the changes to the old IEP and new OPP and IDP systems and are currently implementing these in line with the new ALN timelines.</p>
Staff training	<p>Staff equipped to meet needs of learners with additional needs</p> <p>Improved achievement, wellbeing and engagement for pupils with ALN</p> <p>Increased participation / understanding of needs for governors and staff (PCP for governors and staff)</p>	<p>All staff - Autism friendly schools- CD training</p> <p>PCP training</p>	<p>Autism training part 1 completed Spring 1</p> <p>Autism training part 2 Autumn 2017</p> <p>PCP training Autumn 2019-2020</p> <p>Hearing impairment training – all staff – 2019</p>	<p>Learning Looks</p> <p>Staff self evaluations</p>	<p>ALNco training on PCP reviews – to be rolled out 2019-2020.</p> <p>2 further staff training completed in preparation for new ALN code.</p> <p>Governor training planned Summer 2020 - To be rearranged due to COVID</p> <p>2020/2021 - training on OPP and revision training on ALN reform</p> <p>School to continue Autism training programme – ongoing – delayed start due to school closure.</p> <p>2021/2022 – All staff and pupils have completed the autism training, we now need to look in to getting the accreditation for the school.</p> <p>Governor training on the new ALN act to be arranged for summer 22.</p>

<p>Audit of resources</p>	<p>Quality resources to enable pupils to access the curriculum</p> <p>Wide range of texts in the school library</p>	<p>Reading SL - Audit of library to order suitable texts</p> <p>ALNCO / School Council Group - Audit of ALN resources within classes</p>	<p>Summer term 2017</p> <p>Termly</p>	<p>Reading SL – English / LLC planning for use of texts</p> <p>ALNCO – FADE form</p> <p>Listening to learners</p>	<p>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.</p> <p>New innovation suite provides access to quality text for all areas of the curriculum.</p> <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> <p>2021/2022 – all staff to be trained on the use of Giglets to support reading and literacy in school and at home</p> <p>Nurse have access to 10 ipads, Reception have access to 12 ipads and 5 chromebooks, Y1 have 15 ioads and 15 chromebooks, Y2 have 15 ioads and 15 chromebooks</p> <p>Y3 have access to 15 ipads, 10 chrome books and 10 laptops</p> <p>The remaining KS2 landings have access to 45 devices – 15 ipads, 15 chrome books and 15 laptops</p>
<p>Sharing knowledge across cluster</p>	<p>Positive transition experiences for pupils with additional needs to increase wellbeing and reduce anxiety</p>	<p>Y6 Teachers, Secondary Transition Leader, ALNCO - Enhanced transition</p>		<p>HTs</p> <p>Listening to learners</p>	<p>John Muir transition project began June 18</p> <p>Meetings with Secondary transition leads identifies vulnerable learnings. Enhanced transitions for early</p>

	Termly Cluster Equalities Group meetings	School Cluster Leads – sharing of resources and events			years, between year groups, Year 6 pupils and new pupils. ALNco attends termly cluster meetings and has developed school readiness survey and action plan.
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 stake-holders 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	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. All parents/carers participate in PCP reviews. More staff trained on PCP toolkits Family links workers has regular engagement meetings with parents/carers. Regular parent engagement events planned, such as coffee mornings and multi- agency presentations.
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	Termly meetings	SLT - Curriculum	FP after school club for mainstream and Crownbridge pupils, including physical activities. All golden time activities (physical 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

		<p>sports and creative Arts</p> <p>KS2 Leader, FP Leader. School Council to audit golden time and extra-curricular activities and access to for all pupils</p>		<p>Listening to learners</p>	<p>including Crownbridge children who have their golden time alongside mainstream pupils.</p> <p>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> <p>2020/2021 - Due to Covid restriction and school closures no extracurricular activities have taken place</p> <p>2021/2022 – Extracurricular activities resumed this year – Playsports and Brainstorm education – Minecraft. These are inclusive to all pupils</p>
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Chair or governors _____

Key:

LLC team

STEM team

Expressive arts team

Humanities Team

Health and Wellbeing Team