

# Carr Hill Primary and Nursery School



Carr Hill Primary School  
Aspire-Enjoy-Flourish

## Equality Act Action Plan September 2016 – July 2018

<b>Accessibility Plan</b>					
<b>Targets</b>	<b>Actions</b>	<b>Timeframe</b>	<b>Lead Personnel</b>	<b>Monitoring</b>	<b>Impact</b>
To ensure that the access/disability and equality plans are relevant for the school community	To annually review the access/disability equality plans and take action to accommodate new pupils / parents / staff with disabilities as necessary	Autumn term each year	SA	Finance comm	School users able to access all areas of the school
To ensure inclusion for EHC pupil into full time education for as long as possible	Access support and funding as necessary Maintain staff training relevant to need	September 2016 and ongoing	RS	SA	Full inclusion for pupil
Availability of written material in alternative formats including non visual guides and for parents / careers for who English is an additional language.	The school makes itself aware of the services available through the LA for converting written information into alternative formats.  Signs around the school are in additional languages and Braille if needed.	Summer Term 2015	RS	SA	Written information provided in alternative forms upon request.
<b>Community Cohesion</b>					
To build into the curriculum opportunities to learn about the range and diversity of cultures in the UK.	Long and medium term planning identifies specific CC teaching and learning activities.	Autumn term 2016	All teaching staff	SA	Children know about the range of cultures within the UK and beyond.
To understand what life is like for children in a country outside of the UK	Curriculum planning reviewed and published on website	2016	SA	SA	Children have a good understanding of the similarities and differences for between their lives and children in another part of the world
To support different charities	School to promote local and national charity events	On going	School council	RB	Children have a good understanding of the similarities and - differences for between their lives and people experiencing difficulties

<b>Gender</b>					
To track and analyse the progress of different gender groups	To act on any trends or patterns in the data that requires additional support for groups of pupils.	Termly	SA	SLT	Gender groups make progress in line with, or better than, LA or Nationally.
	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in data that requires additional support for pupils.	Termly	SA	SLT	Equal access for children for all activities
	Monitor and analyse children's behavior by gender and act on any trends or patterns in the data that requires support for pupils.	Termly	SA	SLT	Intervention strategies put into place (if necessary) to support children's behaviour.
<b>LAC</b>					
To track and analyse the progress of LAC	To act on any trends or patterns in the data that requires additional support for groups of pupils. This could include 1:1 tuition. LAC pupil data reported to LA.	Termly	SA/RS	Strategic Comm	LAC make progress in line with, or better than, LA or Nationally
	Monitor and analyse children's take up of activities and act on any trends or patterns in data that requires additional support for pupils.	Termly	Class Teachers	Strategic	Equal access for LAC
	Monitor and analyse children's behavior and act on any trends or patterns in the data that requires support for pupils.	Termly	S/KT	Strategic	Intervention strategies put into place (if necessary)
Designated Teacher has up to date knowledge	To attend Designated teacher CPD	Feb 2016 and on going	SA	Strategic	Information disseminated to staff of LAC
Updated PEP in place	PEP updated termly working alongside Social Care. Information passed onto receiving schools	Autumn term 2016 and on going	SA	Social Care	LAC make progress in line with, or better than, LA or Nationally.
<b>SEN</b>					
To track and analyse the progress of SEN children	To act on any trends or patterns in the data that requires additional support for groups of pupils.	Termly	RS	Strategic	SEN groups make progress in line with, or better than, LA or Nationally.
	Monitor and analyse children's take up of activities by SEN and act on any trends or patterns in data that requires additional support for pupils.	Termly	Class teachers	Strategic	Equal access for children for all activities
	Monitor and analyse children's	Termly	RS	Strategic	Intervention strategies

	behavior by SEN and act on any trends or patterns in the data that requires support for pupils.				put into place (if necessary) to support children's behavior.
<b>FSM</b>					
To track and analyse the progress of FSM children	To act on trends and patterns in the data that requires additional support for groups of pupils.	Termly	SA	Strategic	FSM groups make progress in line with, or better than, LA or Nationally.
	Monitor and analyse children's take up of activities by FSM and act on any trends or patterns in data that requires additional support for pupils.	Termly	Class teachers	Strategic	Equal access for children for all activities
	Monitor and analyse children's behavior by FSM and act on any trends or patterns in the data that requires support for pupils.	Termly	SA	Strategic	Intervention strategies put into place (if necessary) to support children's behavior.
<b>Ethnic Minorities and EAL</b>					
To track and analyse the progress of EAL children	To act on trends and patterns in the data that requires additional support for groups of pupils.	Termly	SA	Strategic	EM and / or EAL groups make progress in line with, or better than, LA or Nationally.
	Monitor and analyse children's take up of activities by EM and / or EAL and act on any trends or patterns in data that requires additional support for pupils.	Termly	SA	Strategic	Equal access for children for all activities
	Monitor and analyse children's behavior by EM and / or EAL and act on any trends or patterns in the data that requires support for pupils.	Termly	SA	Strategic	Intervention strategies put into place (if necessary) to support children's behavior.
<b>Recruitment</b>					
Equality with recruitment	Follow the procedures as laid down within the Equality Act when recruiting new members of staff	On going	MB	Finance and Staffing	Equality Act followed. Transparency of recruitment procedures.
<b>Reporting</b>					
Sharing information	To establish ways of reporting and publishing quantitative and qualitative information about progress towards greater equality	Summer Term annually	Inclusion Link Governor	P&P	School community has a good knowledge and understanding of the school's progress.

	To formulate and publish specific and measurable objectives based on collected evidence	Summer Term annually	Inclusion Link Governor	P&P	School community has a good knowledge and understanding of the school's progress.
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