HOLY TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

Equality and Accessibility Plan

Our Vision : *Living and learning together as part of the family of God; we seek to inspire every person to be deeply rooted in the values of the Christian faith and to experience being connected in a loving community – to grow, flourish and bear much fruit.*
(Inspired by John, Chapter 15:5)

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan.
This Action Plan should be cross referenced with other policies and documents as set out at the beginning of the Single Equality Scheme.

Equality Strands	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Single Equality Scheme and plans through the school website.	Add a question about parental awareness of the Single Equality Scheme in the annual survey.	Senior Leadership Team	Sept throughout the Autumn Term - April Parent Survey	All staff familiar with the principles of the Single Equality Scheme and Plans and use them when planning lessons, creating classroom displays and dealings with individuals. Parents are aware of the Single Equality Scheme and Plans.
All	Monitor and analyse pupil achievement by race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement – additional support in place at Wave 2 / Wave 3.	Senior Leadership Team	Pupil Progress Meetings in Dec / Mar / Jul	Analysis of teacher assessments / annual data - demonstrates the gap is narrowing for equality groups.
All	Ensure that through the curriculum and assemblies role models and heroes that young people positively identify with are promoted. These will reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	Phase Leaders / Curriculum Leaders / Class teachers	Ongoing	Notable increase in participation and confidence of targeted groups.
All	Ensure that the different nationalities, events and festivals are celebrated in class and through events such as International Evening	Increase in pupil confidence and positive identity.	Class teachers and Support Staff	Ongoing	Increased awareness of the different languages in school.
All	Ensure that displays in classrooms/corridors promote diversity in terms of race, gender and disability. (Include different languages).	Increase in pupil participation, confidence and positive identity.	Class teachers	Ongoing	More diversity reflected in school displays across all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, eg. through involvement in the School Council, RE Ambassadors, class assemblies, fund raising, etc.	School Council / RE Ambassador representation monitored/ participation in assembly and class additional activities monitored by the protected characteristics.	School Council / Teachers	Ongoing	Diversity in School Council membership / RE Ambassador participation in additional school activities.

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Race Equality Duty	Identify, respond and report racist incidents as outlined in the Single Equality Scheme. Report the figures to the Governing body termly.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents, ie. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Report: Dec April July	Teaching staff are aware of procedure and respond to racist incidents.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities, eg. pupils study Judaism as an alternative faith in R.E.	Discussions with children in class / assemblies. Planning and children's books monitored to ensure they reflect cultural events.	RE Lead / Class teachers	Ongoing	Increased awareness of a different faith community.
Community cohesion	Develop links with other faiths.	Children will have a more rounded understanding of the beliefs of other faiths.	RE Lead / Class teachers	Ongoing	Increased awareness of different culture / community and faith. Development of relationships.

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Improving the school environment to increase the extent to which disabled pupils can take advantage of education and associated services.	• Increase the use of visual materials and signage in classrooms and around school. • Ensure that all learning environments are 'low-arousal' and meet the needs of ALL learners (see Learning Environment Policy). • Improved access to all areas of the school.	Learning walks and observations with a focus on the whole school and classroom environments.	Class teachers Site Manager	Sept ongoing	Class rooms / key areas of the school have clear visual signage - pupils being directed to signage and responding to the increase in visual support. Ramps in place and clear access around the school and in classrooms.
Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.	• Transition Booklets / Pupil Passports produced for all pupils with EHCPs / significant needs at key times of change. • Increase visual materials / Social Stories and additional resources to support communication and learning.	Increase visual support materials available on school network (SEND). Materials used by class teachers and TAs to support transitions / manage behaviour and aid learning.	SENDCo ensures that materials are available on the network / all staff responsible for implementing as appropriate.	Sept ongoing	Improvement in pupils' ability to cope with and adaptability to change and new situations.

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Increasing the extent to which disabled pupils can participate in the school curriculum.	Increase access to assisted technology / technology packages to support learning. Continued programme of staff training, eg. PECS, sign along, autism and positive handling. Key staff to disseminate training in school. Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs, use a variety of learning styles and are differentiated appropriately Alternative arrangements made to facilitate trips and extracurricular activities, eg. transport and staffing to ensure that all pupils can participate in these activities.	Identification of additional equipment / packages required. Purchase of required equipment. Evaluation of technology used by individuals and groups. Audit of staff training / needs. Programme of training identified. Training cycle implemented – evidence in observations / Learning Walks of implementation of training. Learning walks / classroom observations – focus on learning styles / strategies and differentiation. Participation in trips and extra-curricular activities for all children.	Deputy Head / SENDCo /Inclusion Team / Computing Lead SENDCo/ Inclusion Team / all staff SENDCo/ Phase Leaders / all staff Class teachers / SENDCo / Inclusion Team	Sept ongoing	Improved access to the curriculum for targeted individuals / groups. Increase in staff knowledge/ understanding about various disabilities. Staff are increasingly able to meet the needs of children through implementation of strategies to support curriculum participation and monitoring of pupil progress. School visits are accessible to all pupils regardless of attainment or impairment.