

Action plan 2017-2018

Aspect of the Equality Duty and issue identified	Objectives and timescale	Activities	Responsibility	How we will measure progress
Protected characteristic: disability/SEN				
Attainment of children with SEN	Over 4 years: Raise attainment of pupils with SEN and narrow the SEN/non-SEN gap	<ul style="list-style-type: none"> Teaching guided maths Using individual targets for teaching reading, writing and maths Spelling Intervention Handwriting Intervention Precision Teaching Develop positive messages about Dyslexia Toe by Toe intervention SEN review timetable 3 times a year review progress and target setting Specialist support to teachers and SENCo Power of 2 intervention Individualised Literacy Intervention (ILI) 	<ul style="list-style-type: none"> Whole Staff Headteacher SENco SEN governor 	<ul style="list-style-type: none"> Pupil Progress Meetings SEN review of targets Pupil voice Parent feedback
Protected characteristic: ethnicity (race)				
Awareness of different races	Over 2 year: Develop positive attitude to multi-cultural society	<ul style="list-style-type: none"> To embed school values Celebrate/recognise key religious events – yom kipper, EID etc., British Values Statement Olympic focus year – the Olympic values School link with a broader catchment 	<ul style="list-style-type: none"> DV DS MS 	<ul style="list-style-type: none"> Pupil conversations Pupil questionnaires Pupil presentation/performance
Protected characteristic: gender (sex)				
Equal progress and attainment of children	Over 4 years Ensure equal progress in reading, writing and maths for girls and boys.	<ul style="list-style-type: none"> Early writing and handwriting in YR and Y1.(Boys) Engage boys and girls in the learning process through exciting and stimulating topics To ensure positive experiences of Maths for girls – Singapore maths Presenting positive male and female role models in school Presenting positive male and female role models in society e.g. female scientists or mechanics 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> Pupil Progress Meetings Pupil voice Work scrutiny Monitoring club uptake
Protected characteristic: pregnancy and maternity				
n/a	n/a	n/a	n/a	n/a
Protected characteristic: religion or belief				
Awareness of different beliefs and cultures	Raise awareness of and develop a positive attitude and tolerance towards different religions	<ul style="list-style-type: none"> Greater links with other places of worship Festival Celebrations Visit to place of worship from a different religion Visits from representatives from different religions School link with a broader catchment RE curriculum developed and embedded 	<ul style="list-style-type: none"> MS 	<ul style="list-style-type: none"> Continued work with the church SEF shows good examples of 'Modern Britishness' Pupil voice

		<ul style="list-style-type: none"> • Give opportunity for prayer, reflection and song in assemblies 		
Protected characteristic: sexual orientation and gender reassignment				
Awareness of sexual orientation and gender reassignment	Develop positive attitude to sexual orientation and gender reassignment	<ul style="list-style-type: none"> • School response to pupil questions and inquisitiveness reinforces tolerance and understanding • Behaviour policy reinforces positive values and challenges inappropriate attitudes • School health week covering range of topics at age appropriate level 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Pupil voice • Behaviour log • Staff feedback
Access plan (including physical improvements, curriculum access and the provision of auxiliary aids)				
Improve the facilities	To ensure access to all areas is available to all All pupils physical and learning needs are supported through provision of resources	<ul style="list-style-type: none"> • Better security – fencing and lighting • Increase access to forest school area • Improve pond area access • Use of medical room to support individual medical plans • SEN reviews will focus on provision of appropriate resources to support learning • Individual programmes for support from external agencies are adhered to 	<ul style="list-style-type: none"> • Staff • Governors • SENCo 	<ul style="list-style-type: none"> • Accessible for all • SEN reviews
Community cohesion plan (any additional actions not already covered under the above headings)				
Awareness of different beliefs and cultures	Over 4 years: To raise the profile of education within the local community.	<ul style="list-style-type: none"> • Local community supporting school events • Open days for the local community • Parent Workshops • Links with the toddler group • Links to senior citizens groups in village • Family learning – cooking • PTA community events • Information to the community to promote engagement with the school 	<ul style="list-style-type: none"> • All staff • PTA • Governors 	<ul style="list-style-type: none"> • Parent feedback form • Pupil numbers • Parental involvement • Press coverage
Improve the facilities to support education in the local community				