

APPENDIX 2

EQUALITY OBJECTIVES ACTION PLAN 2015-2017						
Public Sector Equality Duty	Equality Objectives	Actions	Success Criteria	Who is responsible?	Time frame	Monitoring/Evaluation
Eliminate discrimination, harassment and victimisation	To ensure all children have equal access to school trips	<ul style="list-style-type: none"> Carry out risk assessment to identify issues. Use funding to take appropriate measure to ensure children can attend. 	<ul style="list-style-type: none"> Issues identified Children will attend trips due to measures being put in place.eg. if they cannot travel by public transport then travel by taxi. 	Inclusion Officer Head Teacher Class teacher	Ongoing	Check Risk assessments Staff evaluation of trip Parental surveys Report to governors yearly
	To ensure parents do not have to come into school to administer medication to their child.	<ul style="list-style-type: none"> To provide appropriate training on administering medication to all staff. Ensure relevant staff have key information and have a copy of the child's Health Care Plan (HCP) Ensure all relevant staff have read HCP and signed record sheet. 	<ul style="list-style-type: none"> All staff are trained and competent in administering medication All staff are aware of children with medical needs. Teachers have read and signed HCP 	Inclusion Officer Head Teacher School nurse	At the beginning of school year. New Staff induction. When a new pupil with medical needs joins the school	Report from school nurse relating to staff competence Staff/parental surveys Report to governors yearly
	To ensure Parents carers know their rights under the equality Act 2010	<ul style="list-style-type: none"> Inform parents of how they can access the school 's Single Equality Policy (SEP) Provide information on SEP in school newsletter 	<ul style="list-style-type: none"> Parental survey to establish what they know. SEP available on website or paper copy available if requested. Parents are aware of their rights under the Equality Act 2010 	Inclusion Officer	Summer half term 2015	Parent/carers surveys Report to governors yearly
	To ensure parents/carers can access information	<ul style="list-style-type: none"> Questionnaire to parents to establish their needs Provide interpreters for meetings when necessary Inclusion officer to work with Hackney Learning Trust to establish ways to address the communication needs identified in surveys. 	<ul style="list-style-type: none"> All parents/carers can access information Parents are informed about their child with interpreter when necessary Information is presented in a variety of formats to meet the needs of parents/carers Increase in parent/carer attendance to events 	Inclusion Officer ICT Coordinator Head teacher HLT	Ongoing	Parent/carers surveys Parent/carers attendance data to school events Monitor use of interpreters Staff feedback Report to governors yearly
Advance equality of opportunity between different groups	Close gap between PPG and Non PPG in all classes.	<ul style="list-style-type: none"> Work scrutiny Lesson Observation Pupil Interviews Pupil Progress Meetings Provision Performance Mgt targets 	<ul style="list-style-type: none"> Gap between PPG and non PPG is narrowed in all Key Stages 	Inclusion Officer SMT Class teachers TAs	End of summer 2015	Tracking progress Report to governors termly

Foster good relations between different groups	To ensure all groups value each other and appreciate and celebrate everyone's contribution to our school community.	<ul style="list-style-type: none"> • Celebration merit assemblies • Cross curricular use of SMSC • Provide opportunities for different groups to attend e.g. Coffee mornings/parent workshops • Children from different groups attend events e.g... Paralympics • School council meetings • School events e.g... Mass, School Fetes, Christmas performances, talent shows • Social skills group • Development of playground • Mediate conflict • Positive role models • Celebrating differences e.g... St Patricks day ,World Heritage Month, Autism week, 	<ul style="list-style-type: none"> • Good relationships between parents and staff • Good relationships between parents • Good relationships between pupils and staff • Good relationships between pupils • Happy, safe environment • Everyone is valued • People speak nicely to each other 	Inclusion officer SMT Class teachers TAs	Ongoing	<p>Planning and work scrutiny-weekly</p> <p>Progress meetings termly</p> <p>Progress reports to Governors</p>
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ACCESSIBILITY PLAN 2015-2018

Area to be addressed	Goals and Target	Strategies & Implementation	Resources	Monitoring & Evaluation
Increase the extent to which pupils with disability can participate in the curriculum;	<ol style="list-style-type: none"> 1. Continue to develop and enhance knowledge of responsibilities under Equality Act 2010 2. Continue to develop confidence and knowledge for staff in delivering curriculum to disabled pupils 3. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management 	<ol style="list-style-type: none"> 1. Audit teaching materials, textbooks and other information to assess accessibility and areas for development. 2. Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher during the Autumn Term each year 	SENCO to be provided with 1 day to co-ordinate audits	Progress towards meeting the goals and targets will be monitored <ul style="list-style-type: none"> • Each term meet the governing body's SEN committee • As part of the school self-evaluation process • By feedback from parents/carers/disabled pupils/staff/visitors
Improve the physical environment	<ol style="list-style-type: none"> 1. To reduce physical barriers to inclusion 2. To work with The Learning Trust to increase accessibility based on the audit of physical access commissioned by the Trust 	<ol style="list-style-type: none"> 1. Ensure accessibility is considered in all future purchase decisions of equipment 2. Work with neighbouring or federated schools to share resources where possible 3. Work with The Learning Trust to take forward actions identified in the accessibility audit 	<ul style="list-style-type: none"> • Some of the school's devolved capital will be allocated to improve physical accessibility • The SENCO will spend 1 day in the autumn term working with staff from The Learning Trust to identify the short term measures identified above 	Progress towards meeting the goals and targets will be monitored: <ul style="list-style-type: none"> • As part of the school self-evaluation process • Through meetings with The Learning Trust as part of the Trust's overarching Accessibility Strategy • By feedback from parents/carers/disabled pupils/staff and visitors.
Improve the availability of accessible information to disabled pupils, parents, staff and visitors	<ol style="list-style-type: none"> 1. Develop more accessible teaching resources 2. Increase the availability of written information in other formats 3. Work with The Learning Trust and other schools in Hackney to identify and implement best practice on delivery of information to disabled pupils. 	<ol style="list-style-type: none"> 1. Audit teaching materials, textbooks and other information to assess accessibility and areas for development. 2. Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher during the Autumn Term each year 	SENCO to be provided with 1 day to co-ordinate audits	Progress towards meeting the goals and targets will be monitored <ul style="list-style-type: none"> • Each term meet the governing body's SEN committee • As part of the school self-evaluation process By feedback from parents/carers/d disabled pupils/staff and visitors

