



Single Equality Scheme Action Plan: 2015-2018

R- Race D- Disability G- Gender SO- sexual Orientation	A- Age R/B – Religion or belief CC- Community Cohesion
---	---

Action Planned to Meet Statutory Duty/ Equality Legislation							Planned Outcomes	Planned Actions	Timescale	To be Actioned By	Monitored By	Progress made against actions (OCTOBER 2015)
R	D	G	SO	A	R/B	CC						
√	√	√	√	√	√	√	All staff are aware of Single equality Scheme and raised awareness of responsibilities	➤ Regular agenda item at business meetings (actively caring), staff meetings and PPA sessions	Termly	All Staff	Headteacher	Every business meeting starts with actively caring. The items will include the environment. All are followed up with the site managers. All SLT sessions start with actively caring of staff’s well-being and environment.
√	√	√		√	√		Establish profile of job applications to identify if any positive action is required to attract under- represented groups	➤ Monitor job applicants for all posts ➤ Collate equality information from applications	May 2015	Headteacher/ Governors	Resources committee	Appointed candidates over many years represent our celebration of diversity. We continue to be under-represented with male teachers.
√	√	√	√	√	√	√	All policies reviewed and updated, procedures audited, in light of the Equalities Act 2010	➤ Continue to review all current policies ➤ Undertake a comprehensive procedure review to audit any equality issues and impact	May 2015	Headteacher/ Deputy headteacher/ Governors	Full Governing body	All policies have been federated and written from research and current Government legislation.
√	√	√	√	√	√	√	Seek to broaden and strengthen the commitment to quality communications with all stakeholders	➤ Communications available to all stakeholders in a range of formats such as the website and newsletters , responding to all needs. ➤ Identify appropriate support and resources, e.g. large print, messages written with symbols and Braille	May 2015	Office Staff/ Special needs Centre	Headteacher/ Special needs centre	We communicate through the hub and website, newsletters, newsflash. We seek feedback from stakeholders through the questionnaires and the school development plans day.



											Teachers are aware of families who need further support and will accommodate their needs. For example getting an interrupter for a family who could not speak English.	
√	√	√	√	√	√	√	Pupils gain a greater awareness of racial diversity through curriculum and extended learning opportunities	<ul style="list-style-type: none"> ➤ Review curriculum content across the school ➤ Assemblies, lessons and resources provide opportunities for children to learn about racial and cultural diversity other than their own. 	May 2015	Subject leaders	Teaching and learning Governors	The school has a news round for all year groups every week sharing news from around the world. PHSE, Literacy, Geography and RE discuss current topics in the world. Year groups have a topic called all around the world. Medium term plans have all been updated.
	√			√		√	Ensure specific and specialist equipment updated and in use for example writing with symbols is on enough computers and writing wedges	<ul style="list-style-type: none"> ➤ Audit resources that we already have. ➤ Ensure that specific equipment is put in to the curriculum budgets 	April 2016	Subject leaders/ special needs teachers	Headteacher/ Resources committee	Subject leaders are given their own budgets. Both schools are in a renovating cycle. Resources are bought to meet the needs of the children in the Special needs centres. Actively caring is a weekly agenda item.
√	√	√	√	√	√	√	Monitor and analyse pupil achievement by race, gender and disability.	<ul style="list-style-type: none"> ➤ Half termly tracking meetings ➤ Provision maps ➤ Learning walks ➤ Data analysis ➤ Parent groups 	Termly	Head teacher / Special needs Team	Headteacher/ Teaching and Learning committee	Action plans are in place. Children have an EHCP or an ASS, reports and agreed actions are shared.
	√					√	Ensure School buildings remove all barriers to access ability.	<ul style="list-style-type: none"> ➤ Termly health and safety audit, led by the Governors ➤ Complete SENCO and SEN learning walks ➤ Risk assessment led by the SEN team for new starters ➤ Liaison with County 	Termly	Head Teacher/ SEN team	Headteacher/ Resources committee	Actively caring weekly agenda. Health and Safety Walks take place. SEN team carry out risk assessments.

Eastwick Schools

