

9. ACTION PLAN

Cape Cornwall School

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	MUST BE INCLUDED Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Policy and Plan in annual survey?	Headteacher	January 2017 After Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Policy and Plan.
ACTIONS MAY INCLUDE: (TO AMEND / ADD AS APPROPRIATE)					
All	Monitor and analyze pupil achievement by SEND, FSM, gender (significant numbers in groups). Act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed Termly meetings: HT, T, SEND co Monitoring & Evaluation foci for subject leaders. Reported to staff and governors Annual report by Safeguarding Governor/Governor Week.	Headteacher LGB SENDCO	Termly in Headteacher's report to Governors, Data and tracking, Termly Pupil Progress meetings, Governor Week.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups Support is in place termly for groups or individuals
All	Ensure that the curriculum positively promotes diverse role models and heroes. Ensure that displays in classrooms and corridors promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity. Encourage children's voices and contribution to reflections on diversity. British Values are explored through the curriculum	Increase in pupils' participation, confidence and achievement levels	Teachers Subject leaders	Ongoing	Increase in participation and confidence of targeted groups, diversity reflected in displays around school, appreciation of diversity reflected in behaviour in all members of the school community Evidence of BV

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All	Recognise and represent the talents of all pupils in 'high ability & Gifted & Talented' planning, opportunities and programmes if and when appropriate.	High Ability and Gifted & Talented monitored in compliance with policy. Pupils and progress reviewed regularly with all teaching staff.	Headteacher SENDCo	Termly And review of policy	Analysis of the HA and G&T progress show pupils are achieving well. Pupils represented in additional opportunities and on planning when appropriate.
All	Investigate accessibility plan and that building is in line with agreements and expectations of Equality Act. Risk Assessments and development of shared areas to ensure they are accessible and safe.	Observations SENDCo other staff discussions	Headteacher and LGB H & S group PFI	Annually for plan. Risk assessments ongoing	Plan developed and implemented into Accessibility plan. Risk assessments in place.
Community cohesion	Develop opportunities for community links locally, Nationally and Internationally.	Displays, books, curriculum evidence, visitors, trips and events	Headteacher Geography/Hist ory/RE leads Curriculum LGB	On-going termly	Local, national and global learning and citizenship developed. Attitude, knowledge, experience and understanding of other cultures enhanced.
FSM	Enhance the wider school provision for children regardless of income including enrichment activities.	Pupil Premium funding expenditure Analysis of trips/residential take up	Headteacher PP Governor	Termly	Any identified gaps in take up of enrichment activities is narrowed.

Appendix 1: Provision Accessibility Plan

This accessibility plan is to be reviewed by the Finance, Employment and Audit Committee of the Trust Board and relevant LGB in conjunction with the Equality plan.

How does the school deliver the curriculum?	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	<ul style="list-style-type: none"> • Training needs are regularly reviewed for all staff. • Staff inset and staff meetings have SEND/PP provision per term as well as half termly meetings. • School provides SENDCo, Teaching Assistants, PP support, and designated lunchtime supervisors with appropriate training, as well as staff who run wrap around care and clubs.
Are your classrooms optimally organised for all pupils?	<ul style="list-style-type: none"> • Classrooms are accessible for all and learning resources support pupils needs. • SENDCo identifies any additional environment needs in discussion with class teachers • Subject leaders ensure that materials and resources support the children and teachers.
Do lessons provide opportunities for all pupils to achieve?	<ul style="list-style-type: none"> • Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards • Lessons are differentiated by task, support, time, resource and outcome • Curriculum provides opportunities for all learning styles and enrichment opportunities • Additional resources for children are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers • Staff implement recommendations from external professional agencies • All pupils have opportunities within lessons, extra-curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects
Are lessons responsive to pupil diversity?	<ul style="list-style-type: none"> • RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities • Lessons are differentiated for individual needs • Termly monitoring of progress of individuals and groups by teachers with Headteacher • Teachers have handover meetings including information on SEND, religion, EAL and ethnic minority • The school implements a Charging Policy and Pupil Premium Policy; spending facilitates additional support and resources • School completes risk assessments

Is the school designed to meet the needs of all pupils?	
Does the size and layout of the school environment allow access for all pupils?	<ul style="list-style-type: none"> • School meets needs current school population • School responds to individual needs as they arise • All rooms are well lit, corridors are wide, • The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act • H & S audit is carried out and actions addressed and monitored by Governors, Headteacher and PFI • School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school

	<p>evacuation</p> <ul style="list-style-type: none"> • School provides access to a quiet room at lunchtime, school gardens and grounds
<p>Are pathways around the school site and parking arrangements safe, routes logical and well signed?</p>	<ul style="list-style-type: none"> • The Site Supervisor conducts daily risk assessments of the school site • H & S Governors and Headteacher monitoring twice annually as well as day to day issues reported to PFI • The school website, newsletter, and assemblies include advice and reminders about safe access, behaviour and movement around the school
<p>How does the school communicate?</p>	
<p>Do you provide information in a variety of formats for pupils, parents / carers and other school members?</p>	<ul style="list-style-type: none"> • The school endeavours to provide all information and forms in whatever format or language is needed (upon request). • Teachers plan for all learner types and children are encouraged to record in different formats. • The school has a regularly updated website, produces a weekly newsletter on the website, uses Parent texting when appropriate and makes phone calls home, holds face to face meetings and events, encourages communication with all members of staff