



Area for Development	Key Actions	Responsibility	Resources/Cost	Timescale	Success Criteria
Active promotion of equality	Audit school resources to ensure they promote positive attitudes and challenges stereotypes	SLT	Replacement of resources as necessary	Ongoing	Pupils able to demonstrate awareness of equality through discussion, role play and in own play.
	Ensure assemblies raise awareness and promote positive attitudes and challenges stereotypes	SLT	NA	Ongoing	Pupils can articulate awareness of equality through participation
	Ensure curriculum events raise awareness and promote positive attitudes and challenges stereotypes	DHT	NA	Ongoing	Pupils can articulate awareness of equality through participation
	Continue with actions identified in Rights Respecting School award	HT JM	NA	Autumn 12	Record of Commitment received. Level 1 achieved.
Parental participation in school activities	Ensure all parents/carers have opportunities to participate in school activities through effective communication and promotion	HT	Texting service costs Newsletter / letter publication costs	Ongoing	Overall participation increases in all school events
Staff training	Ensure all staff have a sound	HT	Consultant costs	Annual review CPD needs	All staff understand schools duties to promote



	understanding of equality and diversity policy and practice and provide training from outside agencies as necessary				equality of opportunity and are provided with the necessary training and resources to meet those needs appropriately
Early identification of needs of children with disability	Needs of pupils identified prior to admission whenever possible and actions implemented to allow access to all areas of school and curriculum	SENCO	As identified in any adjustment plans	As necessary when pupils admitted	Disabled children's needs identified and shared with relevant staff and able to access all areas of school and curriculum
Identify needs of staff in relation to any disability	Review of staff needs	HT	As identified in any access to work plans	Ongoing	Needs of staff on DDA list identified and accommodated whenever possible
Stakeholders Input	Carry out consultations with all stakeholders including pupils, parents, governors, community groups, staff and focus groups	HT DHT	Publication costs	Annually	Input from stakeholders is shared and actions drawn up in subsequent plans
Progress of all groups	Termly monitoring of all groups of learners including vulnerable/ disadvantaged and protected groups to ensure at least adequate progress	SLT	Additional support as necessary	Termly	Attainment gap for vulnerable/disadvantaged/ protected groups is in line with average attainment at least



Equality of opportunity	Monitor access to after school clubs and residential	Study Support Co. HT	Financial assistance to enable participation		Improved participation with all groups of pupils represented
	Ensure correct equipment is available in classrooms	SENCO HT	Resources as identified	Ongoing	All pupils have appropriate equipment to fully access the curriculum
Physical environment	Review premises regularly to ensure maximum access for all groups of pupils, parents and community	HT Finance and Premised Committee Premises Officer LA	Alterations as identified	Annual and on admission of any pupil/member of staff with additional needs	Physical environment is accessible and safe
	Consult with parents with disabilities to ensure effective access to school	HT	Reasonable alterations as identified	Annual	Parents participate in school events and engage with school regularly