



Warter CE Primary School

Equality Duty Objectives – Action Plan

Key Objectives	Actions to be taken and by whom	Success Criteria	Support and Resources	Review Date
<p>“Healing the gap” for pupils who are ‘causing concern’ academically.</p>	<ul style="list-style-type: none"> <li>• Pupil planning meeting between Head, SENCO and class teacher to review all pupil assessments.</li> <li>• Planned intervention by class teacher and SEN teacher.</li> <li>• SENCO to evaluate resources and plan effective provision for all pupils.</li> <li>• SENCO and Head to track all pupils causing concern in order to ensure progress in Reading, writing, phonics and maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils causing concern receive regular and appropriate intervention to support progress.</li> <li>• Pupils identified as experiencing a problem with their progress in Reading, writing, Phonics or maths have made effective progress towards ‘Narrowing the Gap’</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO meetings with class teacher, pupils and where appropriate parents.</li> <li>• SEN Teacher support for pupils.</li> <li>• Licence for intervention programmes.</li> <li>• TA support for daily practice.</li> </ul>	<p>Half Termly reviews on pupil progress and evaluation of the success of the intervention programmes.</p>

<p>Equal opportunities for both genders to take part in positive organised play opportunities at lunch time.</p>	<ul style="list-style-type: none"> <li>• Meeting between Catering Manager and Lunchtime staff to plan ways in which positive play opportunities can be offered to all.</li> <li>• Catering Manager to meet with Senior Leadership Team to discuss best working practices.</li> <li>• Dedicated staff will introduce positive play to identified groups of pupils.</li> <li>• Catering Manager and Head to review and evaluate provision.</li> </ul>	<ul style="list-style-type: none"> <li>• All groups of pupils from both genders are catered for at lunchtime so that they have access to positive play activities.</li> <li>• All groups have access to the desired resources.</li> <li>• All pupils are well supervised in their play.</li> <li>• This objective is linked clearly to the School Development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate staffing to promote and supervise play.</li> <li>• Review and purchase of equipment.</li> <li>• Training in developing year 5 children as play leaders.</li> </ul>	<p>End of summer term 2018</p>
<p>Continue to review school environment to make it accessible for all pupils and adults. Offer effective learning spaces for pupils who need individual support.</p>	<ul style="list-style-type: none"> <li>• Meeting of Equality Duty Group to discuss objectives for the coming year (environment).</li> <li>• Equality Duty Group review potential needs and put forward proposals.</li> <li>• Proposals are reviewed by SMT and Governors and plans are put in place to address need.</li> </ul>	<ul style="list-style-type: none"> <li>• All identified improvements completed so that all pupils have access to the facilities they need.</li> <li>• Action plan fully in place and being monitored on yearly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources committee meet to review budget allocations and draft out potential costings for outlined need.</li> <li>• Budget to support development of learning spaces for pupils who need extra support.</li> </ul>	<p>End of summer term 2018</p>
<p>Continue to foster local, national and global links as part of our development of cultural awareness.</p>	<ul style="list-style-type: none"> <li>• School Governor to communicate with a London city school.</li> <li>• Teaching staff to plan opportunities to link with the school.</li> <li>• A member of staff will become lead and coordinate the link.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have participated in communication with a national or international school. (York, Madrid, South Africa).</li> <li>• Children develop an understanding of similarities and differences in schools and pupils way of life.</li> <li>• Children develop a clear understanding of the diverse nature of the population of GB.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources Committee to commit budget to development of national links.</li> <li>• Appoint a coordinator to ensure delivery of objective and long term sustainability.</li> </ul>	<p>End of Summer Term 2018</p>
<p>Equal opportunities for all children in school to take part in inclusive PE lessons.</p>	<ul style="list-style-type: none"> <li>• SEND TA to attend training to develop a range of PE activities suitable for all children to participate in.</li> </ul>	<ul style="list-style-type: none"> <li>• The vast majority of children report they enjoy PE lessons at school.</li> <li>• PE lessons meet the needs of all participants.</li> <li>• Children have the opportunity to take part in a range of interschool competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for inclusive PE sessions</li> <li>• Equipment for a range of PE lessons is readily available.</li> </ul>	<p>End of summer term 2018.</p>

## Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Head Senior Leadership Team Equality Duty Group Governors	<ul style="list-style-type: none"> <li>• Action plans</li> <li>• Assessments</li> <li>• Teacher/ SENCO planning</li> <li>• Pupil planning proformas.</li> <li>• Pupil tracking grids</li> <li>• Data analysis.</li> <li>• Positive play action plan and weekly plans.</li> <li>• Feedback to Head/ Governors and SMT.</li> <li>• Environmental plans.</li> <li>• Staff/ pupil discussions</li> <li>• Lesson/ intervention observations.</li> </ul>	Monitoring to be conducted throughout term to July 2018. Evaluation of the provision will then lead to further planning throughout the year.	<ul style="list-style-type: none"> <li>• Careful monitoring of pupils causing concern will continue each year. Any concerns highlighted will result in planned intervention.</li> <li>• Positive play development is a key objective for the year 2017-18 and will be developed as a whole school initiative.</li> <li>• Much of the work needed to accommodate individual needs for academic and social development has now been undertaken. The environment will continue to be monitored for shortfalls that can be addressed.</li> <li>• Increased opportunities for a range of PE activities to be developed in school.</li> </ul>	Autumn term 2017.
<b>Review</b>				