

Patcham Junior School

Equalities action plan

Action	Success Criteria and timescale	Person Responsible	Resources	Evaluation
Through analysing the SAWS data, a good and up to date understanding of pupil's perspective is developed.	DW to have analysed data and fed into equalities information and objectives as appropriate (March 2016) Dissemination of SAWS data (march 2016) SDP updated and changes shared with governors (Summer 2016).	DW, SLT	Staff meeting time Governing body meeting time.	
To carefully track attainment data, ensuring that key groups, such as disadvantaged pupils, EAL pupils etc. are making progress as expected in the core subjects	Termly PPMs: Detailed information on group's progress recorded for each class. Trends and issues identified, leading to swift action.	MR All teachers	PPMs – cover for all teachers Time for MR and SSS.	
To further develop the PSHE curriculum to ensure that all pupils improve their understanding of diversity, prejudice and difference.	Schemes of work written and being used (September 2015) Monitoring demonstrates improvements in children's understanding (Spring 2016)	DW All teachers	Leadership time for DW	
Improve pupils understanding of relationships and update the approach used for SRE.	Rewrite policy (autumn 2015) Develop new scheme of work and buy resources (autumn 2015) Monitor improved understanding (Spring 2016)	DW All teachers	Leadership time for DW. Money for SRE resources.	

Equality Scheme Action Plan

Duty to pupils

Target	Action Needed	Responsible person(s)	Time scale	Available Resources	Measurable Impact	Monitoring and Evaluation
Children with Specific learning difficulties.	Curriculum to be appropriately differentiated and LSA support provided.	All class teachers Supported by SENCo Level 'C' L.S.A.s and class L.S.A.s	ongoing	SENCo to provide support. Advice from the Language and Literacy Support Service (LLSS). L.S.A.s with all classes. S.E.N laptops in all classes. Access to appropriate S.E.N ICT software including Clicker 5. Planning and Review Meetings (PARMS)	Children able to access the curriculum and achieving their individual targets.	Reviews at least twice a year. SEN register and schools tracking system
Children with Speech and Language difficulties	Visual timetables/props and basic Makaton signing to be used by teachers. IEPs on advice of Sp. & L. service these to be administered by LSAs.	All class teachers Supported by SENCo Level 'C' L.S.A.s and class L.S.A.s	ongoing	SENCo to provide support. Advice from LLSS and Speech and Language Services. PARMS LSAs with all classes.	Children able to access the curriculum gaining confidence, making progress as indicated by I.E.P.s and discharged by Sp. & L service.	SEN reviews at least twice a year

Children with emotional or behavioural problems including Autism , ADHD	LSA/INA support as appropriate, visual timetables, IEPs on advice of ACE / ASD support service	All class teachers Supported by SENCo Level 'C' L.S.A.s and class L.S.A.s	Ongoing	Regular visits from A.S.D.S.S. SENCo/Deputy Head Head Teacher Level 'C' L.S.A.s plus class L.S.A.s provide wrap-around support. Weekly sessions from YAC/School Counsellor. PARMS	Children achieve targets and participate appropriately in group, whole class and playtime sessions.	Regular reviews and updates to staff.
Children with mobility difficulties.	LSA/ INA support as appropriate, use of lift/ ramps to access school, computer access and Ergonomics for recording as appropriate, IEPs on advice of occupational therapists	All class teachers Supported by SENCo Level 'C' L.S.A.s and class L.S.A.s	Ongoing	SENCo / Premises Mgr Governors – resource committee L.S.A.s/ I.N.A.s PARMS Ramped access to school via Patcham High School	Children achieve targets and have full access to the national curriculum and are included wherever possible.	SEN regular reviews
Pupils with hearing / sight difficulties	LSA/INA support as necessary, positioned appropriately within the class, use of	All class teachers Supported by SENCo Level 'C' L.S.A.s and class L.S.A.s	Ongoing	SENCo / L.S.A.s/ I.N.A.s PARMS Sensory Needs Service.	Children achieve targets and have full access to the national curriculum	SEN register

	Makaton as necessary, large prints made available, IEPs/ support on advice of specialists					
Children with toileting difficulties.	Changing facilities provided in disabled toilet, LSAs to change children when necessary	INA/ LSA	Ongoing	INA/ LSA 2 designated disabled toilets	Children able to access school curriculum with minimum disruption	
Pupils with food allergies.	School office staff liaise with parents to ensure that appropriate diet is served. Needs communicated to all staff. Responsible member of staff identified. Staff have received EpiPen training from school nurse. EpiPens stored with main school first aid equipment	Deputy Headteacher, Headteacher and class teachers ,LSA's and all first aiders.	Ongoing	All staff are first aiders. Staff training time School Nurse. Child's details with photos are on display in staffroom and office. All parents and children advised not to bring in any known triggers for allergic reactions eg. Peanuts. Appropriate first aid advice and equipment for all school trips.	Children making good physical progress with no allergic rations	First Aid log-book
Pupils with asthma.	Inhalers stored with main school first aid equipment. All first aiders trained to administer inhalers.	first aiders	Ongoing	First aiders	Children able to access school curriculum with limited disruption and absence	First Aid log-book

Duty to parents /carers and the wider community

Target	Action Needed	Responsible person(s)	Timescale	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluating
Visually impaired group	Ensure School environment is visually friendly	Premises Mgr	Ongoing	Noses to all steps/stairs made more visible. Doors painted in contrasting colour to walls to make doors more obvious. Hand rails for all steps/stairs.	Visually impaired adults to find doorways easily	Doors/steps/stairs painted. Regularly Checked by site manager. Evaluated by premises sub-com.
Visually impaired group	Member of staff available to read newsletters and other communications as necessary.	Office staff to ensure that offer is made if appropriate.	As and when necessary	Bursar / office staff-time	Visually impaired parents fully up to date with all school communications.	Parents to be consulted
Parent suffering from Depression e.g. Post-natal	Signpost parents to Support Services	SENCo/ DHT	Ongoing	CAMHS Counselling	Child making good progress. Positive working	

or other similar mental ill health					relationship: parent/school.	
Physically disabled parent	<p>Seats at Class assemblies and performances to be reserved for parents on front row for ease of access.</p> <p>Disabled parents to park on loading bay if necessary and enter school through back doors if appropriate.</p>	Office staff	Ongoing	Ramps to most school entrances and a specially designed disabled toilet provide easier access.	Disabled parents equally included in all school activities attendance will show this.	Discussion with individual parents to see if any further provision is necessary