

## Equality Action Plan

<b>KEY ISSUE</b>
Improving awareness of equality within the physical environment and how we can adjust provision to meet needs: (short term)

Success criteria

- Raised confidence of staff in identifying pupils with protected characteristics and implementing strategies for effective strategies to increase participation for all pupils.
- All staff aware of individual access needs and necessary adjustments.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
1. Ensure that staff are appropriately trained for specifically identified pupil needs (especially physical, medical and sensory).	SENDCo	September 2021	July 2022	EPS time – 2x ½ day Supply release as required	SLT	Liaison and training received from specialist teams for identified staff. EPS supported SENDCo who cascaded information at staff training Spring & Summer terms
2. Assess the physical environment and ensure that necessary adjustments are made where needed to enable full access from all pupils, including those with protected characteristics.	Class teachers	September 2021	July 2022		SLT through class monitoring	Adjustments made to classroom working plan, furniture etc as needed. Additional chairs purchased for classroom and hall.
3. Ensure teaching & learning resources appropriately support pupils' immediate learning needs, and positive action is taken to ensure adjustments are made to improve provision where necessary.	SENDCo	September 2021	July 2022	From learning resources budget	SLT through class monitoring	Additional resources purchased and implemented. Positive actions impacted successfully upon engagement and progress.

KEY ISSUE
Improving access the curriculum (medium term)

Success criteria:

- Adjustments are made to the curriculum in order to support those with little or no previous school experience, or low achievement (including Traveller children)
- All children in school able to access all school trips and take part in range of activities.
- All children able to access PE and disabled children more able to excel in sports.
- Curriculum areas are appropriate resourced to ensure that all pupils are fully included and tasks are accessible.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
1. Adjustments are made to resources, groupings and interventions to ensure appropriate access for all pupils, including those taught out of age group, so that they can make good progress.	Class teachers	Sept 2021	Jul 2023	Resource costs, including ICT software	SLT & LGB	Adjustments to provision supported pupil needs well 21-22, ensuring rapid progress was made by a number of identified pupils. Children report that they feel supported.
2. Ensure all school trips and camps are accessible to all, including pupils with protected characteristics. a. Support for staff on making trips accessible. b. Take positive actions to ensure that school visits cater for disabled pupils and venues are inclusive.	Headteacher  EVC	Sept 2021	July 2023		Designated Governor	Visits 21-22 were inclusive and all pupils were able to access them. However, the number running was less due to the pandemic.
3. Continually review PE Curriculum to make PE accessible to all: a. Implement actions arising from the inclusion audit b. Purchase resources that ensure all PE activities are fully inclusive c. Identify planning support for teachers to ensure no child is discriminated against in the delivery of PE.	PE Coordinator	Dec 2021	July 23		Designated Governor and HT	Inclusion audit was completed and actions addressed. These impacted successfully, as demonstrated in the subsequent audit at the end of the year.



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4. Audit lunchtimes to ensure that they are accessible and equal for all. Initiate staff training to further improve this provision.	HT	Sept 21	Jul 23	£1200 PE funding for active lunchtime	LGB	Staff training undertaken and new lunchtime plan initiated 2021. This impacted positively, as all pupils are able to access provision.
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KEY ISSUE
Improving access to curriculum and use it to address gender imbalance (long term)

Success criteria:

- All staff confident and consistent in range of inclusion strategies and use of alternative recording, ensuring no pupil is discriminated against.
- Planning for activities avoids stereotyping and promotes activity equally amongst girls and boys.
- Increased confidence of staff in developing recognizing discrimination and teaching for equality.
- Girls report that they enjoy physical activity 'most of the time' (GUINY).

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
1. Develop awareness of inclusion in planning teams a. Raise the profile and awareness of discrimination in curriculum activities. b. Work as planning teams to identify proactive reasonable adjustments that can be made to positively improve accessibility within the curriculum.	SLT	Sept 21	Sept 2023		LGB	Work undertaken to address this in team meetings 21-22. Activities have begun to be integrated into planning.
2. Audit PE provision for girls to identify any gender imbalance in planned activities, and use the outcomes to improve planning: a. Undertake a collaborative review of provision b. Hold strategy meetings to identify approaches and plan for improvement c. Workshops and pupil activities to build confidence in approaches to activity	SLT/ PE lead	Sept 21	May 2022	£2.5k consultancy	LGB	Audit undertaken autumn 2021. Collaborative review completed and identified priorities for action. Workshops with teachers and pupils raised awareness and addressed key issues. This led to subsequent action and improvement in participation and achievement from girls.



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<p>3. Address gender discrimination through staff training and pupil workshops so that there is greater awareness throughout the school community of the concept and reasonable adjustments.</p>	<p>SLT</p>	<p>Dec 2021</p>	<p>Jul 23</p>		<p>LGB</p>	<p>Initial staff workshop completed April 2022. Further work needed in this area in 22-23</p>
<p>4. Maintain staff confidence in taking positive action to counter gender discrimination through a planned cycle of training from initial induction, and through staff meetings for all staff.</p>	<p>SLT</p>	<p>Sept 21</p>	<p>Jul 23</p>		<p>LGB</p>	<p>Initial staff workshop raised the profile of gender discrimination. Included in induction July 2022 onwards.</p>