

EQUALITY PLAN 2018 – 2021

Here at St Joseph's we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind, the Equality Plan has been drawn up with reference to the Local Authority pupils, parents, staff and governors of the school and covers the period from 2018 – 2019.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are similarly committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

The Equality Plan will contain relevant actions to;

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist features as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils – if a school fails to do this they are in breach of the 2010 Equality Act. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The following Action Plan outlines what will be achieved in the next three years with regards to meeting the Racial Equality Duty.

Equality and Inclusion (updated January 2018):					
Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date
Equality Plan and Equality Statement becomes and annual agenda item at Governors meetings	Clerk to the Governors to add to list of required publication details.	Adherence to current legislation.	Annually	Headteacher & Clerk to the Governors	Jan '18
Annual training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to equality and inclusion	Annually Training to be ongoing.	SENCO & Headteacher	Spring '18
To record any incidents involving racial equality	All class teachers to supply details of any racially motivated incidents including their responses and action taken	Headteacher will analyse returns and teachers' responses and report to Governors	Report will form part of the termly Headteacher's Report to Governors	Headteacher	Ongoing

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date
Physical Environment (updated January 2018):					
Ensure that all areas of the school buildings and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN Staff & Caretaker to audit the accessibility of the school building and grounds. Governors Resources Committee to check accessibility and then any finding to be added to this plan.	Any appropriate modifications needed will be made to the school building and grounds.	Short Term Accessibility Audit Review to be complete by July 2018 Medium Term Action Plan drawn up by December 2018 Long Term To be reviewed annually	SENCO & Resources Committee	May '18
Ensure that any proposed new build project is physically accessible for everyone.	Project Manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible to all	Long Term When any new building project is undertaken	SENCO & Resources Committee	Ongoing
To ensure that the environment and materials model genders in a positive non-stereotypical way.	Curriculum team leaders will monitor all resources to ensure they foster gender equality	Curriculum team leaders will interview samples of children about their views	Annually in the spring	Headteacher	Ongoing

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date
Curriculum (updated January 2018):					
Continue training for teachers and support staff on different aspects of SEN i.e. differentiation	Review the needs of the children with specific issues, provide all relevant training.	All staff trained and confident with accessibility and inclusivity in all areas of the curriculum. .	We recognise that this is an on-going process and that needs and requirements for specific expertise will change with time and pupils	SENCO	Ongoing
All out of school activities are planned to ensure the participation of a whole range of pupils.	Review all out of school provision to ensure compliance with all legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative directives.	Ongoing	SENCO	Ongoing
Classrooms promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual.	Areas are optimally organised and all appropriate additional equipment is provided to support pupils Class Lessons will start on time without the need to make adjustments to support individual pupils	Ongoing	SENCO	Ongoing
Access arrangements to meet individual needs when taking tests will be applied for and support provided as advised.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing.	Headteacher & SENCO	Ongoing
Look in detail at the difference in achievement between	Analyse End of Key Stage Results for any trends over 3 years	Termly reports to Curriculum & Standards Committee (CAS) and in HT data review to Full Governing Body.	Termly – CAS Meetings Annual data update to Governors in July	Headteacher & Leadership Team	Ongoing

B/G in school and B/G nationally					
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Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date
Written/Other Information					
Make available school brochures, newsletters and other information for parents/carers in any required alternative formats.	Review all current school publications and documents and promote the availability of such in any required format. The school will make itself aware of the services available through the LA to convert written information into alternative formats.	The school will be able to provide written information in different formats when required or requested, within a reasonable timeframe.	Ongoing	Ongoing	Ongoing
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team, providing key information for EAL families.	School information available to all	Ongoing as needed	Ongoing	Ongoing
To continue improving communication for any hearing or visual impaired member of the school community.	To maintain and update Sound Field Systems in the school hall. To have acoustic ceiling in all classrooms Comply with Sensory Consortium advice	Sensory Consortium Monitoring feedback Pupils, parents and visitors with hearing impairments are better able to access verbal information.	Review annually.	SENCO Resources Committee	Ongoing End date July 2018
To continue improving communication for any visual impaired member of the school community.	Comply with Sensory Consortium advice To provide visual material through enlargement or on a designated ipad. 1-1 teacher assistant support where required	Sensory Consortium Monitoring feedback	Half termly	SENCO	Ongoing