

Croft Church of England Primary School Equality Action Plans

KEY ISSUE
Improving access to the curriculum: (short term)

Success criteria

- Raised confidence of staff in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access needs.

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
Increase confidence of staff in differentiating the curriculum. a. Undertake audit of staff training needs on curriculum access, b. Assign in-service day to training identified e.g. dyslexia, differentiation, alternative recording, IDP.	SENCo Headteacher	In-service in Dec 14 and Jan 15. Ongoing	Ongoing – determined by pupil needs	£200	Designated Governor	CPD is ongoing depending on the needs of pupils. Staff are more appropriately trained to support children and deliver interventions.
Ensure TAs have access to specific training on disability issues. a. Use staff audit to identify TA training needs and inform Professional Development process. b. TAs to access at least 6 relevant CPD courses each year.	SENCo	November 16 – individual TA performance management to identify training needs	By July 2017	£1000	Designated Governor and HT	Individual PM targets are set. To be reviewed termly.

KEY ISSUE

Improving access the curriculum (medium term)

Success criteria:

- 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.
- Gradual introduction of disability issues into all curriculum areas,

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
Ensure all school trips and camps are accessible to all. a. Develop guidance for staff on making trips accessible	Headteacher	Summer 2016	Ongoing		Designated Governor	All school visits are risk assessed and staff ensure that it is accessible to all children
Review PE Curriculum to make PE accessible to all. a. Gather information in accessible PE and Disability Sports b. Review PE curriculum to include disability sports.	PE Coordinator	From Jan 16	By July 17		Designated Governor and HT	
Review all curriculum areas to include disability issues. a. Include specific reference to disability equality in all curriculum reviews. b. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address disability equality issues.	Headteacher/Subject leaders PSHCE Coordinator	From Dec 16	By July 2017		Designated Governor and HT	

KEY ISSUE

Improving access to curriculum (long term)

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative assessment.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved involvement of TAs in planning and evaluation of lessons, assessment for learning and delivery of interventions

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
Develop consistent approach to differentiation in teaching and learning and alternative assessment in school.	SENCo/ HT/ subject leader		By July 2016		Designated Governor and HT	
Ensure disabled children participate equally in after school and lunch time activities. a. Survey participation in clubs at lunch and after school by disabled children.	SENCo	Sept 16	By July 17		Designated Governor and HT	
Ensure all staff have undertaken disability equality training. a. Set up Inset training for all staff on disability equality, explore support from Special Schools. b. Ensure new staff access similar CPD courses.	HT		July 17		Designated Governor and HT	
Develop links with local special school to improve understanding of curriculum.	SENCo	Ongoing			Designated Governor and HT	
Develop system for involving TAs in curriculum planning. a. Establish joint TA/teacher planning opportunities. b. Set up system for joint TAs/teacher evaluations.	SENCo/ class teacher	From 2015	Ongoing		Designated Governor and HT	