



Brompton Community Primary School



EQUALITIES ACTION PLAN - 2022 - 2023

WHAT DO WE WANT TO DEVELOP AND IMPROVE?	WHY?	"EVERY CHILD MATTERS" references
1. Information accessible to all	Recognition that some parents may have limited Literacy skills and/or may not speak English at home. Black type on white paper may be difficult for some people to access. Promote 'Everybody's Invited'	<u>Enjoy</u> - 1 st rate attitudes to learning <u>Safe</u> - high regard for safety & well-being of others <u>Healthy</u> - recognise and deal with others confidently and sensitively <u>Positive Contr</u> - excellent relationships with adults & each other - no intimidating or offensive behaviour <u>Eco well being</u> - active involvement in lessons
2. Proactively planning for potential new entrants with disabilities	Need to continue to increase the extent to which disabled pupils can participate in the school curriculum; Need to continue to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; Need to continue to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.	
3. Pupil voice	Need to further develop the extent to which pupil's views are taken into consideration and acted upon, particularly pupils with disabilities and from different ethnic groups.	
4. Learning environment improvements	Continue to make reasonable adjustments to ensure that children with disabilities and from different ethnicities can achieve Need to continue to develop a whole school multi cultural focus for work to increase children's awareness of other cultures	

	Actions to achieve target	Person(s) responsible	Start date	Finish date	Resources and costs	Monitoring Person(s) and Method(s)
1	Section on newsletter to ask parents whether information in a different format would be more accessible. Parents meeting about dyslexia awareness to include information about different coloured papers. Parent consultation meeting to include a focus on different ways in which information could be presented. Website to include questionnaire for parents and pupils about the way information is presented.	JB	Sept 2022	July 23	Parent consultation meetings Parents meeting about dyslexia and Website	JB - questionnaire to parents
2	Equalities scheme to be shared with governors and put on website as a commitment to ensuring we are as inclusive as possible. Contingency plans put in place for children who may start school with specific difficulties and/or disabilities Foundation Stage staff to liaise closely with SENCo in the early identification of disabilities.	JB	Dec 22	July 23	SENCo release time Governors meeting	JB - report to gov's
3	Pupil questionnaire to focus on a random sample of children from each class with a focus on how inclusive we are as a school. Questions in relation to behaviour, healthy schools, special needs, gifted and talented, EAL and disabilities	JB	Dec 22	July 23	SENCo release time	JB - report to gov's

	Actions to achieve target	Person(s) responsible	Start date	Finish date	Resources and costs	Monitoring Person(s) and Method(s)
4	Learning environment audit to be carried out by staff as classroom teachers and subject leaders. SENCo learning environment audit to take place with a focus on accessibility and inclusivity. SENCO to lead a global citizenship week in February 2023 as a whole school opportunity to learn more about other cultures. Children to share their work with parents and each other. Visitors from other cultures to speak at school during the week.	JB	Oct 22	July 23	SENCo release time Leadership release time	JB - report to govs and feedback form global citizenship week

Success Criteria

Parents are able to receive information in a way which is accessible and useful
Staff have greater confidence in teaching about other cultures and other differences
Children have a greater understanding about the world around them
Learning environments reflect a multi-cultural awareness including different faith and gender groups
Leadership Team is prepared for the potential entrance of a child with a disability, and the individual is made to feel welcome and valued, with their learning needs met

Evaluation arrangements: Pupil Conferencing, Parent Questionnaires, Gov Monitoring. In house learning environments monitoring.

