



Lethbridge Primary School - Accessibility action plan

<i>Equality Strand</i>	<i>Action</i>	<i>How will the impact of the action be monitored?</i>	<i>Who is responsible for implementing ?</i>	<i>What are the timeframes ?</i>	<i>Early success indicators</i>
<i>All</i>	<i>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</i>	<i>Question about parent awareness of Equality Scheme in annual governors' survey?</i>	<i>LM TO</i>	<i>Start term 2</i>	<i>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan</i>

<i>All</i>	<i>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. To fully utilize the services of EMAS.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>LM HS Phase leaders</i>	<i>At end of each term</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
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<p><i>All</i></p> <p><i>Gender equality scheme</i></p> <p><i>Disability equality scheme</i></p>	<p><i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</i></p> <p><i>To promote that either gender can hold different jobs eg male nurse, female engineer assemblies with visitors to talk about their roles.</i></p> <p><i>To encourage all children to have a better understanding of children and adults with disabilities</i></p>	<p><i>Increase in pupils' understanding and aspirations</i></p> <p><i>All children are more aware of the different roles that males and females can have and aspire to have a career that is not influenced by their gender or disability</i></p>	<p><i>Subject leaders</i></p>	<p><i>At each medium term planning meeting</i></p>	<p><i>Using pupil voice, the pupils indicate a better understanding of gender, race and disability equality</i></p>
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<i>All</i>	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity - monitor through PSHE</i>	<i>Class teachers</i>	<i>As part of monitoring schedule of classroom environment</i>	<i>More diversity reflected in school displays across all year groups</i>
<i>Race Equality Duty</i>	<i>During curriculum review - to include more opportunities to learn about the range of cultures and faiths present in modern British society.</i> <i>Review resources used in school to ensure different cultures are portrayed. Audit undertaken of multicultural and EAL resources</i>	<i>Pupils will be more aware of the culturally diverse society in which they live</i>	<i>Subject leaders Phase leaders</i> <i>LM</i>	<i>At each medium term planning meeting</i> <i>Pupil voice question as part of monitoring schedule</i> <i>Term 2</i>	<i>Pupils more aware of the culturally diverse society in which they live</i> <i>Range of resources promoting different cultures accessible to all</i>

<p><i>Race Equality Duty</i></p>	<p><i>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</i></p>	<p><i>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</i></p>	<p><i>HS</i></p>	<p><i>Ongoing</i></p> <p><i>Information given to governors on 2 x termly basis</i></p>	<p><i>Teaching staff are aware of and respond to racist incidents</i></p> <p><i>Consistent nil reporting is challenged by the Governing Body</i></p>
<p><i>Community cohesion</i></p>	<p><i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas</i></p>	<p><i>RE assessments/scheme of work</i></p>	<p><i>BL</i></p> <p><i>TO</i></p>	<p><i>Ongoing throughout year</i></p>	<p><i>Increased awareness of different communities shown in evidence collected (photos, parent curriculum letters etc)</i></p>

Reviewed May 2015
Approved by Governors January 2015
To be reviewed Autumn 2018