

Single Equalities Scheme 2024-2027



Disabilities Equalities Scheme				
Key Improvement Priority: Priority 1- To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site. Lead person accountable for the plan: Paula Warding		Years: 2023-2026	Finance Plan: How much will the plan cost - £3,000	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders' views have been considered within this plan. The school has an aspirational curriculum in which leaders have improved general provision and not just an increase in additional provision. Impact is tracked and is rigorously measured and is quantifiable: All ARE pupil gains are in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark. Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEN criteria in regard to disability to under achievement. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Conduct an annual audit to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stake holders views are represented with in the plan.	Business Manager Maintenance Officer Head teacher	January 24 - 27		
Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach communities.	Zoe Watts Curriculum Lead	On going	MAT curriculum team SENDCO	Curriculum Lead/ Sendco/ Subject leads x 3 days (one per term annually) £1,000
To review and monitor the SEN offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEN statutory guidance.	SENCO	On going	Staff meeting 1 x term	Sendco ½ per term £500

To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that Impact of provision can be measured.	Head teacher Senco TA Lead Class teacher	On going	Pupil progress meetings Senco SLT meetings	Release time x3 (one day per term) £1,000
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Race Equalities Scheme 2024-2027

Race Equalities Scheme				
Key Improvement Priority: Priority 2- To ensure that pupils and adults can fully participate within the school's curriculum offer and that the school actively celebrates difference. Lead person accountable for the plan: Paula Warding		Year: 2024-2027	Finance Plan: How much will the plan cost - £7,000	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> EAL Pupils make at least good if not better APS progress. There is a reducing trend of racial incidents year on year. There is a visual celebration of difference through- out the school woven into the school's curriculum offer The school's curriculum design and enrichment opportunities proactively promotes community cohesion. Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. To link with hard to reach families. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time

School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding.	HT & DHT Data Manger Class Teacher	On going	N/A	School tracking updated cost £1,000 annually
To appoint an EAL speciality consultant to support teaching staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff.	SLT Consultant Carole Howes	On going	EAL software package	£2,000
To ensure we can communicate effectively with are EAL Families.	SENco	On Going	N/A	£2,000
To promote whole school positive ethos within the school curriculum through teaching and learning, resourcing appropriately and enrichment experiences.	SLT Teaching staff	On Going	CPD for enrichment opportunities	£2,000

Monitoring

Who	What	Where	When	How	External Validation
Staff member responsible Paula Warding	Specific outcomes	Staff mtg /progress mtgs termly	Oct/Feb/June	Scrutiny of data/ AM7 Lesson Observations/ termly report to gov's through the Principals report	Any external validation
Impact: What will the outcomes be?			Evidenced by/ through	Evaluation Have the intended outcomes been achieved?	
EAL consultant continues to work with pupils families and staff to ensure children access the curriculum and progress rapidly			ASP 2024-27 School data 2027 & 2026 ISDR	Practices within school have been effective.	
The schools values are role modelled by staff and children which ensures all pupil groups thrive academically and as the whole child			Parental and Pupil voice, feedback	Practices within school have been effective.	

Gender Equalities Scheme 2023-2026

Gender Equalities Scheme				
Key Improvement Priority: Priority 3- To close the attainment gap between pupil groupings and in particular attainment difference between by developing teaching pedagogies Lead person accountable for the plan: Gill Rowland		Year 2024-2027	Finance Plan How much will the plan cost - £8,500	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils <ul style="list-style-type: none"> • All pupils make at least expected progress and that many may exceed. • Any attainment gap between boys and girls demonstrated a reducing trend. • To ensure that all pupil groups within school can articulate that they feel safe. • To ensure that curriculum design and resources meet the needs of all pupils. • To develop an ethos and environment visually demonstrates that young people can be themselves. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time

All staff including non- teaching staff to have regular and refreshed training on LGBT and sexuality in order to provide an appropriate curriculum and school environment to support learning.	SLT PHSE lead	Ongoing	Provided by DSL regularly and refreshed during annual Safeguarding training	CPD budget £500
The school audits curriculum provision and invests in appropriate enrichment activities and resources to support these pupil groupings.	SLT Subject Leaders	Ongoing	1X per term	Staff budget £1,000
The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities	SLT Class teacher Subject Leaders	Ongoing	1 x Term	Staff budget £500
Pupil conferences to audit pupil views on the appropriate use of language to describe difference and how effective are the application of the schools policies and additional actions to implement this plan.	SLT	Ongoing	1 x per term	Staff budget £500
Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures.	SLT and Class Teacher	Ongoing	To be decided	£5000 CPD budget
School identifies additional resources on the schools provision map to target closing the gap for pupil groupings	SLT	Ongoing	To be decided	Intervention Budget and Tuition Budget

Monitoring

Who	What	Where	When	How	External Validation
Staff member responsible Gill Rowland	Specific outcomes	Staff mtg /progress mtgs termly	Oct/Feb/June	Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through Principals report	Any external validation

Impact: What will the outcomes be?	Evidenced by/ through	Evaluation Have the intended outcomes been achieved?
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All staff receive regular training linked to our safeguarding training – prejudice, bullying, LGBT, sexuality.	Training records Meeting minutes	Staff are confident to recognise incidents and are able to confidently address them effectively.
School has invested in resources to address tolerance and diversity and it has formed a part of the curriculum base delivery	Recommended reading books in reading areas, curriculum topics based around recommended literature, visual inclusive displays on different kinds of families	Practices within school have been effective. Little or no negative issues that arise with children or parents. Children and parents present well with understanding of diversity
Regular pupil voice audits address the use of appropriate choices of language to train and raise awareness of prejudice based languages	Pupil voice audits	Practices within school have been effective. Any issues that arise from time to time are addressed quickly with positive feedback from parents. Children and parents present well with understanding of diversity
CP policies behaviour policies adjusted to reflect the schools responses and procedures	Policy files	All staff follow school policies
Pupil progress meetings identify pupils do make accelerated progress and the mapping of resources has been successful to ensure pupils attain and make progress against their targets.	School tracking ASP ISDR	Practices within school have been effective

Kingsway Primary Academy COHESION ACTION PLAN 2024-2027

Key Principles: Belonging, valuing diversity, equity, strong and positive relationships

Lead person (s): Mrs Paula Warding

<u>Standard</u>	<u>Action</u>	<u>How will it be monitored</u>	<u>Who is responsible</u>	<u>Time frames</u>
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<p>The school maintains regular, proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap.</p>	<p>Record attendance at parents evening</p> <p>Offering alternative arrangements for parents meetings targeting parents who are reluctant to engage</p> <p>Ensure both parents who are separated continue to receive documents/information from school.</p> <p>Actively invite parents to PTA</p>	<p>Register numbers who attend.</p> <p>Admin regularly contact home for nonattenders</p> <p>Pastoral learning mentor to actively</p>	<p>Class teachers/ Admin</p> <p>SLT/ class teachers/ admin</p> <p>Class teachers</p> <p>FSW</p>	<p>Every parents' evening – 3x per year</p> <p>Open days</p> <p>Online meetings</p>
<p>The school organises opportunities for and participates in, regular intercultural exchanges aimed at promoting good community relationships</p>	<p>Establish links with a school in another country (Brazil)</p>	<p>Various projects, assemblies, displays around school.</p>	<p>Subject leaders</p> <p>Teacher/TA lead</p>	<p>All Ongoing</p>
<p>Plan additional opportunities through the curriculum that help children to find out about the customs and traditions of different cultural backgrounds</p>	<ul style="list-style-type: none"> • National and International topics • Multicultural Arts work • Religious festivals/ celebrations • Themed assemblies • Educational visits 	<p>Parents invited to events</p> <p>Displays</p> <p>Evidence on website</p>	<p>SLT</p> <p>Subject leaders</p>	<p>All Ongoing</p>

<p>To become familiar with the schools vision of a diverse, inclusive, tolerant and equitable society and the promotion of British Values</p>	<ul style="list-style-type: none"> · Displays in classrooms <ul style="list-style-type: none"> • Curriculum • School Council • Play/sports leaders development • Visitor assemblies • Additional artefacts • Celebrating event days ie. Mental Health week, Antibullying week 	<p>Embedding of cultural diversity in each class room</p> <p>Displays in each class room and central displays</p> <p>Visit MP's</p>	<p>Class Teachers</p> <p>Class Teachers/TA leader</p>	<p>On going</p> <p>On-going</p>
<p>School curriculum and long term, medium and short term planning and resources actively contribute to the development of pupils' sense of identify through knowledge and understanding of diversity</p>	<ul style="list-style-type: none"> · Review all curriculum mapping across the school • Use appropriate relevant resources that are representative of our diverse community • Sustain children community enjoyment e.g. Fund raising e.g. volunteer work, choir singing, PAN festival, 	<p>SLT/Subject Leaders monitoring</p> <p>Website hits</p> <p>Parent/ children surveys</p>	<p>SLT / Subject Leaders</p> <p>Governors</p> <p>Class teachers</p> <p>Learning mentor</p> <p>Parents to view New curriculum (website)</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UK's increasing diversity.</p>	<ul style="list-style-type: none"> · Cultural days, international day, International day Art, music, Summer Fair, reciprocal visits to Brazil 	<p>SLT / Subject Leaders monitoring</p>	<p>PTA/SLT/ class teachers</p>	<p>Ongoing</p>
<p>The school works with local MAT schools and wider networks to ensure pupils have access to a rich, broad and personalised curriculum.</p>	<ul style="list-style-type: none"> • Meet regularly with link teachers • Parents informed through newsletter and website • Provision monitored and reviewed • Interschool sporting events and visits 	<p>Subject co-ordinators/ Class teachers meet with staff</p> <p>Sharing of good</p>	<p>SLT</p> <p>Class teachers</p> <p>SEN Co-ordinator</p>	<p>On Going</p>

practice

<p>All staff have received regular training to deal with inequality, bullying and racist all groups, gender, SEN, race, religion and belief, disability, sexual orientation or gender reassignment as part of our annual safeguarding training around the 7 protected characteristics.</p>	<ul style="list-style-type: none"> To continue to closely monitor and log any racially and homophobic motivated incidents <p>Anti-bullying week in November</p> <p>All staff to act as role models challenging offensive terminology and following school protocols and policies and reporting it to SLT CEOP training staff, parents and working with children</p>	<p>Data sent to local authority</p> <p>Assembly PSHE/lessons</p> <p>Inset session on dealing with incidents</p>	<p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Governors and staff know their responsibilities under relevant legislation</p>	<p>Meeting with SLT to discuss issues of equality</p> <p>All staff to attend initial and refresher training in regards to safeguarding and inclusion.</p> <p>Discriminatory practice challenged Governors to read and understand Equalities policy</p>	<p>Induction check lists completed</p> <p>Training takes place</p> <p>LGC meetings minutes</p>	<p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p>	<p>Ongoing</p>

Reach out to groups within the school community, PTA,	Meet to plan greater diversity of events Parent Workshops/ transition meetings etc. Display demonstrating different backgrounds and family structures	Range of displays which promote and recognised diversity Appropriate texts found and used across school.	Lead TA SLT and class teacher's All Staff Govs	On Going
Further develop aspects of Family Learning	To continue to support parents learning, workshops, support groups		SLT/ Governors	On Going