

Avanti Court School Equality Action Plan 2019-2020

Priority 1 Teaching and Learning	Objective	Tasks to achieve the objective	Lead Person	Cost	By?	Success Criteria
	Monitor and analyse pupil achievement by race, gender, disadvantaged pupils and disability and act on any trends or patterns in the data that require additional support for pupils	<p>Achievement data analysed by race, gender, pupil premium, disability and other relevant groups</p> <p>Training for all staff, teachers and Gobs- Tracker/Aspire/</p> <p>Provide targeted interventions with measurable outcomes</p> <p>Monitor outcomes through Pupil Progress meetings</p>	DHT	£1000	Termly through PP Meetings and updated data training	<p>Analysis of teacher assessments / annual data demonstrates the narrowing of gaps for all groups</p> <p>All SLT, SSC and all staff understand data</p> <p>Teachers effectively implement actions in light of the data</p> <p>100% of pupils make 6 steps+ progress from their starting points</p>
	Ensure that the curriculum promotes role models young people can positively identify with, which reflects the school's diversity in terms of race, gender, disability and other groups	<p>DHT to share analysis of data to identify targeted groups with CTs to impact on planning and teaching</p> <p>CTs to ensure these groups are actively involved in their learning across the curriculum</p> <p>The curriculum reflects role models from a range of cultures, which reflects the diversity of our school.</p> <p>Diversity Week to be planned for in Autumn term 2019</p> <p>Assemblies planned which will promote diversity</p>	<p>DHT CC Lead/ Eng/ Science Lead</p> <p>Assembl y Leads</p>	<p>0</p> <p>£600</p> <p>0</p>	<p>Sept 19</p> <p>Sept19, Oct19, Jan 19,Mar 19</p> <p>Ongoing</p> <p>Oct 19</p> <p>Ongoing</p>	<p>Notable increase in participation and confidence of targeted groups</p> <p>Evaluations by chn positive</p> <p>Reflections by classes show chn are tolerant</p> <p>Incidents of racism/ homophobia/incidents of disability discrimination are low</p>

	Continuously develop the ability of staff to effectively differentiate and deliver a broad and balanced curriculum	<p>Teacher's planning will provide opportunities for all pupils to take part and achieve</p> <p>INSET on effective differentiation-Maths, Science, PRE and English</p>	Sub leads and Curric Lead CC Lead	3x release sessions pm	<p>Termly</p> <p>INSET Autumn term on data Sep19</p> <p>Lesson obs feedback targeted at effective differentiation</p> <p>INSET day Nov 2019 on medium term planning</p>	<p>Differentiation ensures all groups make accelerated progress</p> <p>100% of pupils make 6 steps+ from their starting points</p> <p>Lesson obs show disadvantaged groups are targeted throughout the lesson</p>
	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and other groups.	<p>Leads to monitor displays half termly to ensure classrooms and corridor displays are inclusive and show diversity.</p> <p>Professional artists to work alongside pupils to create inspirational, multicultural displays</p>	Sub Lead/CC Lead and Curric Lead	Release time-every half term	Termly	Appropriate diversity reflected in school displays across all year groups
	Ensure all pupils are given the opportunity to make a positive contribution to the life	<p>Ensure that student voice is heard on issues of equality via School Ambassador minutes and through annual student questionnaire/Survey-pupil conferencing</p> <p>All leads to include pupil voice as part of their subject action plans</p> <p>Analyse data from after school clubs to ensure pupils from all groups are represented.</p>	Pupil Voice Lead	Release for Pupil Voice lead every 2 weeks	Fortnightly	Students are able to make points which are then acted on – evidence in student council notes etc. Notable increase in participation and confidence of targeted groups

Priority 2 Sharing Information	Objective	Tasks to achieve objective	Lead Person	Cost	By?	Success Criteria
	Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms.</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p>Welcome meetings provided for all parents</p> <p>Interpreters are offered to those parents who require additional support</p>	Office Manager	£1000	Ongoing	All parents understand what are the headlines of the school information. All parents receive information in a form that they can access
	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	<p>Talk to groups to ensure that they are familiar with the plan’s intentions and the action points. Annual evaluation and update of the plan.</p> <p>Share the plan on the website and through HTs Forum.</p>	HT/DHT	0	Evaluate-ongoing	<p>All parents understand what are the headlines of the school information.</p> <p>All parents receive information in a form that they can access</p>
	Monitor staff recruitment and retention procedures to ensure equality of	<p>Ensure information is recorded to ensure equal opportunities. Equal opportunities awareness training</p> <p>Staff involved in recruitment are appropriately trained</p>	Office Manager	Training costs	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents and governors

	opportunity for all					are aware of the Equality Plan
	Ensure educational experiences are accessible to all pupils and staff	Risk assess all trips and communicate accessibility to parents and adults	Release time for STs to attend specific venues 1:1 support for specific pupils	Release costs	Ongoing	100% of pupils access all educational visits Risk assessments ensure all pupils access educational visits
Priority 3 Race Related Considerations	Objective	Tasks to achieve objective	Lead Person	Cost	By?	Success Criteria
	Ensure that all pupils are able to participate in out of school hours activities out of school	There is a range of after school activities that appeal to all with support for PP families Club registers analysed and specific groups targeted	DHT	0	Termly	Records and registration of participation demonstrate that children are accessing opportunities regardless of race
	Race Equality Duty: Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	Information is shared and reported as required Staff aware of racial incidents forms Headteacher completes annual racial incidents return Racial incidents successfully identified and acted upon	SENCO/ Safeguarding officers CTs	0	Half termly	SSC are fully aware of any incidents and how they have been dealt with

	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.</p>	<p>Monitor curriculum to ensure resources chosen to celebrate cultural diversity</p> <p>Plan cultural diversity days/ events-Autumn 2019</p> <p>Ensure displays reflect cultural diversity</p> <p>Newsletter to reference cultural diversity/celebrations</p> <p>Workshops for parents timetabled throughout the year</p>	<p>Curriculum and CC Lead</p>	<p>£200 per term</p> <p>£1000</p> <p>£600</p>	<p>Spring 1</p> <p>Summer 2</p> <p>Termly</p> <p>Monthly</p> <p>Termly</p>	<p>Children understand that children have different faiths and beliefs and this diversity is celebrated</p> <p>Parents take part in diversity week and evaluations are positive</p>
	<p>Build in opportunities to explore practices and celebration of different faiths and cultures</p>	<p>Raise awareness of cultural diversity through educational visits and visitors as appropriate</p> <p>PRE Lead to schedule visits to different places of worship throughout the year</p>	<p>CC Lead and PRE Lead</p>	<p>0</p>	<p>Ongoing</p>	<p>Children understand that children have different faiths and beliefs and this diversity is celebrated</p> <p>Children can talk about other faiths and cultures with understanding</p> <p>100% of children attend educational visits to attend visits to cultural places of worship</p>

Priority 4 Disability related Concerns	Objective	Tasks to achieve objective	Lead Person	Cost	By?	Success Criteria
	<p>The school is aware of the access needs of disabled pupils, staff, SSC, parent/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the ILP process when required</p> <p>Be aware of staff SSC and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter/questionnaires</p> <p>Consider access needs during recruitment</p> <p>Risk assessment completed alongside parents and shared to relevant personnel</p>	<p>SENCO</p> <p>Office Manager/SENCO</p>	<p>0</p>	<p>Autumn 2019-ongoing</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence</p>

						recruitment and retention issues Risk assessments effective
	Layout of school to allow access for all pupils to all areas	Areas clearly identified through the use of signage and markings Improvement of environment through the use of blinds in the hall Provide training for staff supporting children with specific needs Refurbish Year 5 classrooms with furniture which allows for the movement of a wheelchair if needed	Finance Manager/ Site Manager	£200 0	Autumn 1	The building is user friendly and accessible to all
	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans/risk assessment for disabled pupils when required Information sharing with parents, midday staff and all agencies involved with child	SENCO/ CT's	Release time for individual CTS	Ongoing	All staff aware of the needs of individual children Needs met effectively by all staff
	Improve signage/audio facilities and external access for visually impaired people	Ensure all yellow strip edges are clearly visible (Steps) and areas are accessible and clear- repaint step edges in the lower playground leading to the upper Update audio equipment in the hall to support pupils, staff and parents with hearing difficulties	Finance Manager and Finance Manager	£200 0	Autumn 1	All staff, visitors and parents feel safe in the grounds
Priority 5 Gender Related Considerations	Objective	Tasks to achieve objective	Lead Person	Cost	By?	Success Criteria
	Ensure staff demonstrate a balance of gender roles in society and challenges stereotyping	Formal and informal staff conversations show respect for equal gender opportunities Assemblies planned to show different roles in society Curriculum planning to take into account the balance of gender roles in society	All staff	0	Ongoing	Children aware that roles in society are not gender specific

	Ensure the school provides equal opportunities in the curriculum for boy/girl participation	Boys and girls equally engaged in a range of activities	HT/DHT	0	Ongoing	Records and registration of participation demonstrate that children are accessing opportunities regardless of gender
	Ensure that all out of school activities promote the idea that anyone can participate regardless of gender	A range of activities which are equally appealing to boys and girls	HT/DHT	0	Ongoing	Records and registration of participation demonstrate that children are accessing opportunities regardless of gender
Priority New Arrival Considerations	Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	New arrivals are assessed within two weeks of arriving at Avanti to ensure an accurate base line	Inclusion Lead and EAL TAs/CTS	0	Ongoing	Data accurate
		New arrivals (casual entrance pupils) are tracked in terms of data half termly to ensure they make the necessary steps from their starting points				Release time for CTs to deliver PPMs
		Learning is effectively differentiated and monitored by the Inclusion Lead and Subject Leads	CLT/Subject Leads	Fortnightly monitoring/informal drop	Fortnightly	All new arrivals make the required steps progress from their starting points. Lesson observations show teaching and learning of new arrivals is strong.

		Families receive a visit of the school prior to their start and induction meetings.	CLT	ins-time	One afternoon per week	Evaluations from families is strong and as a result pupil and parents well being is strong
		The pastoral team ensure the needs of the specific child are assessed and met so they have a smooth transition into the school.	CLT and CTs	Leadership time on entry and half termly	Fortnightly CIN meetings-CLT	Well being of pupils (new arrivals) is strong and their needs are being met
		Buddy system in place and ensures an effective transition into Avanti-procedures in place for the buddy	Inclusion Lead/CTs	0	Ongoing	Well being of pupils (new arrivals) is strong and their needs are being met
		Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	HT and Inclusion Lead	See school academic budget	Half termly-tracked against ARE and progress data	ARE and progress data is strong

