



AVANTI MEADOWS
PRIMARY SCHOOL

					targeted at effective differentiation	
	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and other groups.	Leads to monitor displays half termly to ensure classrooms and corridor displays are inclusive and show diversity/British values. Professional artists to work alongside pupils to create inspirational, multicultural displays	Sub Lead/CTS	Through planning/INSET meetings	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	Ensure that student voice is heard on issues of equality via School Ambassador minutes and through annual student questionnaire/Survey-pupil conferencing. Analyse data from after school clubs to ensure pupils from all groups are represented.	Pupil Voice Lead	Release for Pupil Voice lead every 2 weeks	Fortnightly beginning Nov 2021	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.	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired. Ensure forms are sent out via email for completion and office staff to identify parents without devices and provide printed letters Welcome meetings provided for all parents Interpreters are offered to those parents who require additional support	Office Manager	£1000	Ongoing	All parents understand what the headlines of the school are. All parents receive information in a form that they can access
	Publish and promote the Equality Plan through the school website,	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. Share the plan on the website and through HOS’ Forum (virtually)	HT/DHT	0	Evaluate-ongoing	All parents understand the headlines of the school information. All parents receive information



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	newsletter and staff meetings.					in a form that they can access
	Monitor staff recruitment and retention procedures to ensure equality of opportunity for all	Ensure information is recorded to ensure equal opportunities awareness training Staff involved in recruitment are appropriately trained	HR	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 SSC 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 CTs 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 HOS completes termly racial incidents return Racial incidents successfully identified and acted upon	SENDCO/ Safeguarding officers CTs	0	Half termly	SSC are fully aware of any incidents and how they have been dealt with



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	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.	<p>Monitor curriculum to ensure resources chosen to celebrate cultural diversity</p> <p>Plan cultural diversity days/ events-Aut 2021</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>	Curriculum and CC Lead	£200 per term £1000 £600	Spring 1 Summer 2 Termly Monthly Termly	<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>
	Build in opportunities to explore practices and celebration of different faiths and cultures	<p>Raise awareness of cultural diversity through educational visits and visitors as appropriate</p> <p>HOS/CTs to schedule visits to different places of worship throughout the year</p>	HOS/CTs	0	Ongoing	<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
	The school is aware of the access needs of disabled pupils, staff, SSC, parent/carers and visitors	<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 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>	SENDCO Office Manager/SENDCO	0	Autumn 2021-ongoing	<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 recruitment and retention issues</p> <p>Risk assessments effective</p>
	Layout of school to allow access for all pupils to all areas	<p>Areas clearly identified through the use of signage and markings</p> <p>Improvement to the sound in the main hall through the purchase of a sound system.</p>	Site Manager Site Manager	£2000	Autumn 1	The building is user friendly and accessible to all



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		Provide training for staff supporting children with specific physical/mobility needs	SENDCO Site Manager and SENDCO			
	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	SENDCO/CT's	Release time for chn's 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- leading to the field. Update audio equipment in the hall to support pupils, staff and parents with hearing difficulties	Finance Manager and Finance Manager	£2000	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	HOS/CTs	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	A range of activities which are equally appealing to boys and girls	HOS/CTs	0	Ongoing	Records and registration of participation demonstrate that children are accessing opportunities regardless of gender



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	regardless of gender					
Priority 6 New Arrival Considerations	Objective	Tasks to achieve objective	Lead Person	Cost	By?	Success Criteria
	Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	<p>New arrivals are assessed within two weeks of arriving at Avanti to ensure accurate base line</p> <p>New arrivals (casual entrance pupils) are tracked in terms of data half termly to ensure they make the necessary steps from their starting points</p> <p>Learning is effectively differentiated and monitored by the HOS/Subject Leads</p> <p>Families receive a visit of the school prior to their start and induction meetings</p> <p>The HOS ensures the needs of the specific child are assessed and met so they have a smooth transition into the school.</p>	<p>TAs/HLT As</p> <p>HOS/Subject Leads</p> <p>SLT</p> <p>HoS</p>	<p>0</p> <p>Release time for CTs to deliver PPMs</p> <p>Fortnightly monitoring/informal drop-in times</p>	<p>Ongoing</p> <p>Half termly</p> <p>Fortnightly</p> <p>One afternoon per week</p>	<p>Data accurate</p> <p>All pupils (new arrivals) make the required steps from their starting points</p> <p>All new arrivals make the required steps progress from their starting points. Lesson observations show teaching and learning of new arrivals is strong.</p> <p>Evaluations from families is strong and as a result pupil's and parent's well-being is strong</p> <p>Well-being of pupils (including new arrivals) is strong and their</p>



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		<p>Buddy system in place and ensures an effective transition into Avanti-procedures in place for the buddy</p> <p>Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children</p>	CT	See school academic budget	On-going	<p>needs are being met</p> <p>ARE and progress data is strong</p>
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