

EQUALITIES SCHEME ACTION PLAN

Area for Development	Action To Be Taken	Staff Responsible	Cost / Resources	Success Criteria	Additional notes
1. To ensure disabled students or students with specific health needs can participate in the school curriculum	<ul style="list-style-type: none"> *All west wing lessons to be timetabled on the ground floor if appropriate to need *TA support in lessons to facilitate access to curriculum *Differentiation of resources *Tailored individual packages of provision *Home tuition *Information for staff *All students encouraged to participate in trips etc *Additional actions as appropriate to specific cases. 	Assistant Head (Curriculum) SENCO All SENCO SENCO SENCO All	TA funding Time & Funding	<ul style="list-style-type: none"> *Access to a full curriculum subject to specific circumstances. *Achievement of potential 	
2. Improve the environment of the school to increase the extent to which disabled students can take advantage of education	<ul style="list-style-type: none"> *Ensure any rails, ramps, are in place. *Ensure any specific furniture or adapted resources are available outside and inside the classroom *Entrances available which are suitable for disabled access. *Automatic / push pad doors working correctly *Suitable area to work for students unable to be in classroom for health needs *Additional measures to adapt the school environment as appropriate to specific cases. *Awareness raising amongst other students appropriate to need 	Site Manager SENCO / All Site Manager Site Manager SENCO SENCO/Site Manager Heads of Key Stage	Funding	<ul style="list-style-type: none"> *Students presented with appropriate resources, aids and support to participate fully in all areas of school life 	
3. Provide information to disabled students in different formats specific to need	<ul style="list-style-type: none"> *Information available in for example large print, Braille, electronic, oral – determined by specific disability 	All	Funding	<ul style="list-style-type: none"> *Specific needs are identified and relevant alterations and methods are made accordingly. 	

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4. Respond to students' diverse learning needs	<ul style="list-style-type: none"> *To support progress through academic tracking and monitoring using this to inform future planning and intervention *Monitored pupils register to inform staff of pupils with additional needs. *Use of strategy sheets for supporting pupils with specific needs *Individual Pen Portraits 	SENCO	Funding for planned interventions.	<ul style="list-style-type: none"> *Tracking and monitoring in place *Interventions implemented *Progress shared with parents. *Provision plans and maps operational *Discussed with students and available for their use 	
5. Provide interventions to help overcome potential barriers to learning	<ul style="list-style-type: none"> *Department intervention plans to support pupils identified by departments as requiring additional support in that subject. *individual and small group interventions in Maths and English delivered by qualified teachers. *intervention group *Intervention programmes (eg Lexia, Reading intervention) as detailed in the school SEN information report. *1:1 personalised interventions *In class support *provision of additional equipment to support learning (eg sloped writing boards) *develop the use of ICT resources to help overcome barriers to learning *Amended timetables *Personalised provision packages *Advice and guidance to staff *Pastoral care *Liaison with parents. *Liaison with external agencies 	HoDs Heads of Maths and English HoY 7/SENCO SENCO All SENCO/Heads of Key stage	Funding	<ul style="list-style-type: none"> *All interventions in place with identified students. *Students overcoming barriers and accessing curriculum. *Progress reports. 	

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6. Identify and support students who may be vulnerable to exclusion and underachievement due to a range of circumstances	<ul style="list-style-type: none"> *Monitor behaviour and exclusion of “at risk” students. *Implement strategies to improve engagement and reduce risk of exclusion *Work with ROOSE collaborative to achieve best provision and outcomes for students *Work proactively with other agencies to support students. 	SLT / SENCO SENCO	Funding for internal packages	<ul style="list-style-type: none"> *Students and difficulties identified and appropriate strategies implemented. *Improved self esteem and self belief and less disengagement. *Improved attendance, participation and achievement. *Attendance and planning at fortnightly ROOSE meetings. 	
7. Support students from different cultural backgrounds to develop their potential	<ul style="list-style-type: none"> *1:1 support for students who have English as an additional language, if required. *Access to translation facility. *Ongoing work with students from a traveller background 	SENCO Assistant Head (Pastoral) / SENCO	Funding	<ul style="list-style-type: none"> *Planning, tracking, monitoring and evaluation informs practice and progress is evident in academic and social areas. 	
8 .Ensure a smooth transition for vulnerable students	<ul style="list-style-type: none"> *Liaison with primary schools to identify students. *Additional visits and specific transition work undertaken. 	Head of Y7, SENCO		<ul style="list-style-type: none"> *Students identified *Additional visits take place. *Students meet key staff. *Follow up work undertaken at primary base *Create any resources specific to particular need e.g. colour coded timetable. 	
9. To further develop our community partnerships and improve community cohesion.	<ul style="list-style-type: none"> *To develop the number of specific community partnerships operating to enhance our work in school or our engagement with the local community. 	All	None	<ul style="list-style-type: none"> *Additional partnerships in place. Evidence of greater engagement with local community on a range of fronts. 	