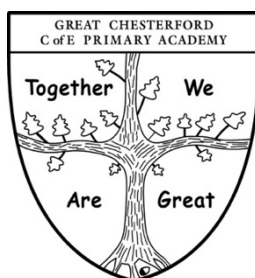


GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Equality Information and Objectives for 2018-2019

'Together we are great'

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within a caring, Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners.

All staff and governors are committed to working together to provide a safe, nurturing and inclusive learning environment to ensure every pupil is part of the school community, whatever their ability or need.

From April 2012 schools were expected to meet the requirements of the Equality Act. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Great Chesterford C. of E. Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Related policies:

Accessibility Plan

Behaviour Policy

SEND information report

Equality Objective 1
Disadvantaged pupils make progress in line with or better than their peers.
Actions:
<ol style="list-style-type: none"> 1. Assessment lead to oversee the progress of all groups termly – Vulnerable Group Tracking Grid 2. Assessment lead maintains an overview of provision for disadvantaged pupils – PP Child Plans 3. SENCO to review interventions and their impact January and June 4. Class teachers to report on class-based interventions taking place for disadvantaged pupils – termly 5. Access is provided to Learning Mentor, Intervention Tutor and Art / Play Therapists
Outcomes:
<p>Progress made will be assessed at SMT termly pupil progress reviews</p> <p>Progress will be measured against non-disadvantaged children – January and June</p> <p>Progress made will be used in evaluating the effectiveness of intervention programmes for disadvantaged pupils – January and June</p>

Equality Objective 2
All pupils within school continue to have equal access to learning.
Actions:
<ol style="list-style-type: none"> 1. All staff to be made aware of any barriers to learning that any pupil may have 2. SENCO / Assistant to obtain resources advice from external agencies when required 3. Learning Mentors, Intervention Tutor and Art / Play Therapist accessed if required
Outcomes:
<p>Potential barriers to learning are identified supported</p> <p>Lessons are stimulating and engaging</p> <p>Different learning styles are catered for</p> <p>Resources are appropriate and do not increase / create barriers</p> <p>All children make good rates of progress – June</p>

Equality Objective 3
All pupils within school have equal access to extra – curricular opportunities.
Actions:
<ol style="list-style-type: none"> 1. Review attendance at each event / provision of each group 2. Ensure that disadvantaged pupils are supported 3. Pupil premium letter outlining provision for parents to be updated 4. The school will communicate termly with parents of disadvantaged pupils to ensure that they are clear as to the support available to them 5. Evaluate provision to ensure that there is no bias towards one particular group, e.g. girls
Outcomes:
<p>Findings of attendance at events / clubs for specific groups are shared with governors in the summer term</p> <p>Future planning of extracurricular opportunities takes account of any discrepancies</p> <p>There are no misconceptions of any groups / individuals being unable to access activities / opportunities</p> <p>Pupil premium funds are used effectively to support extra-curricular provision</p>

Equality Objective 4

To audit our resources for positive imagery and raising awareness of the protected groups

Actions:

1. Check curriculum and associated books are not providing barriers/ creating issues for any children who belong to protected groups
2. Staff awareness raised for when ordering new resources
3. Visitors to school, including Theme Weeks, are explicitly invited to represent protected groups
4. Further extend links with people and groups who have specialist knowledge about particular characteristics

Outcomes:

There will be a wider range of inclusive resources available
School reading books will reflect a wider range of groups
Parent surveys and feedback will recognise this progress
School Council / pupil feedback will recognise this progress.

Equality Objective 5

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the governing body.

Actions:

1. MAT Office Manager to monitor race, gender and disability by application
2. MAT Office Manager to monitor race, gender and disability by appointment
3. Present findings of this comparative data to the governing body in June

Outcomes:

Identify if there any discrepancies between application date and appointment date with regard to race, gender and disability
Awareness is raised for promoting inclusion in the recruitment of all types of position within school