

### **Penderyn Primary School Equality Objectives & Accessibility Plan.**

The Equality Objectives in this current three year action plan have been identified and prioritised within our school.

Equality Strand	Objective / Action	How will the impact be monitored?	Responsibility of Monitoring	Timeframes	Success Indicators
Protected Characteristics	- To promote messages and characteristics across all protected characteristics and increase participation and achievement within these groups. -Publish and promote the Equality Policy within the school community.	Specific questions regarding equality on parental surveys. Invitation for parents to respond to published documents.	HT, GB	Ongoing.	-All staff familiar with the principles of the policy and use them when planning lessons and learning environments. -Parents are aware of the policy and have responded to the documents.
Protected Characteristics	-Monitor and analyse pupil achievement by protected characteristics and act on trends / patterns in data that require additional support in order to narrow the gap.	Achievement data analysed by protected characteristics.	HT, SMT	Termly in pupil progress meetings. Ongoing.	Analysis of teacher assessments / annual data indicating the gap is narrowing for equality groups.
Protected Characteristics	-Ensure the curriculum promotes role models that young people positively identify with which reflect the school's diversity.	Increased pupil participation, confidence and achievement levels.	All staff	Ongoing	Increased participation and confidence of targeted group.
Protected Characteristics	-Ensure the displays in the classrooms and corridors reflect the diversity of the community.	Increased pupil participation, confidence.	All staff	Ongoing	More diversity reflected in school environment in all year groups.
Protected Characteristics	-Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (School Council, Assemblies etc).	School Council representation monitored by Race, Gender, Disability.	HT, SMT	Ongoing	More diversity in School Council Membership.
Racial Equality	-Ensure racial incidents are reported, monitored and acted upon effectively.	HT and Governing Body to assess the response of school to incidents to reduce the number of incidents.	HT, GB	Report in Governing Body Meetings	All staff aware of and respond to racist incidents.  Consistent nil reporting challenged by Governors.
Gender Equality	Encourage girls to take up a variety of sports outside curriculum requirements including football, cricket, rugby etc.	Increased participation of girls.	PE Coordinator	Ongoing	More girls participate in after school sports.
Disability Equality	Promote Governor vacancies with the option of accessible formats and specifically welcoming applicants from disabled candidates.	Monitoring of applications by disability to see if the material was effective.	Governor Support Dpt	Ongoing	Increased number of applicants from disabled candidates. Increased number of disabled GB members.

Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these groups to participate in our celebrations.	Survey of participants and stakeholders.	PTFA, GB, SMT	Ongoing	Increased awareness of different communities, beliefs and ethnicity.
<b>ACCESSIBILITY PLAN.</b>					
Equality Strand	Objective / Action	How will the impact be monitored?	Responsibility of Monitoring	Timeframes	Success Indicators
Access to the Curriculum	<ul style="list-style-type: none"> <li>-To increase access to the curriculum, physical and written environment through delivery of the School Accessibility Plan.</li> <li>-Teachers to differentiate work in light of the above.</li> <li>-Staff to be trained on how to provide access to the curriculum for all.</li> <li>-Teachers work collaboratively with outside agencies and advise support staff accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor through pupil progress.</li> <li>School Monitoring Policy</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>ALNCO</li> <li>SMT</li> </ul>	Ongoing	Pupils make progress from starting points.
Access to the Physical Environment	<ul style="list-style-type: none"> <li>-Needs of all stakeholders will be taken into account any changes to the school building and grounds.</li> <li>-Clear signage in all areas.</li> </ul>	Plans and accommodation include adaptations.	<ul style="list-style-type: none"> <li>Local Authority</li> <li>GB</li> <li>HT</li> <li>Caretaker</li> </ul>	Ongoing	Easy access to physical environment within reasonableness.
Access to the written environment	<ul style="list-style-type: none"> <li>-Visual support in place in school as required.</li> <li>-User friendly language in place for all communication.</li> <li>-Communication translated into main community languages (where possible).</li> </ul>	Regularly reviewed by Headteacher & parental feedback.	<ul style="list-style-type: none"> <li>ALNCO</li> <li>HT</li> </ul>	Ongoing	Suitable clear and accessible information for all learners and members of the school community.