APPENDIX 1: SCHOOL EQUALITY ACTION PLAN 2020-2023 

| Equality Objective  | Actions  | How will the impact of the action be monitored?  | Who is Responsible?  | Timescale  |
| --- | --- | --- | --- | --- |
| All students have access to a broad and balanced, knowledge rich curriculum | * Ensure a wide range of subjects for all students Y7-Y9
* Geography/History and MFL available for all students who wish to pursue them
* Bespoke curriculum offers on a case-by-case basis in the best interests of individual students
* Access arrangements ensured for all students who require them
* Language support through translators, dictionaries and offer of “first language GCSEs” available for all EAL students
 | * Curriculum hours offered for each subject area
* %age of students securing 1st choices at GCSE
* %age students entered for Ebac (measured by groups)
* Outcomes of all students (measured by groups)
 | KHDKWAOWASME | Half-termly |
| Students in different groups (SEND, EAL, AP) receive appropriate support in all areas | * Bespoke induction package for EAL learners on arrival to academy
* EAL integration into mainstream with support and intervention is done quickly and appropriately
* Timetable and deliver language access classes
* Up to date and appropriate access to learning plans are completed for all students with SEND
* Strategic deployment of TAs is done to support individual students
* SENCO delivers training (whole staff and by department) on deployment of access to learning plans and reasonable adjustment
* Risk assessment and support for all students with physical disabilities to ensure access to all curriculum areas
* Review of all alternative provision pathways (including onsite provision) for individual students
 | * Progress and outcomes of all students (measured by groups)
* Attendance and punctuality of all students (measured by groups)
* Learning walks by SLT and HoD
* Reports to governing body and trust
* BFET T&L and SEND reviews
 | KHDNCASMEKWANSC | Half- termly |
| Equal access is promoted through all extra-curricular activities and opportunities | * Assemblies and student presentations are based around a wide range of themes and topics to reflect the diversity of the school cohort
* Monitor make up of student leadership teams, school council etc to ensure diversity of school is reflected
* Celebrations of individual cohorts/groups (eg Black History month, Asian history month, International Roma day, International Women’s day LGBTQ+ society)
 | * Assembly and presentation themes
* Details of expanded student leadership team
* Student leadership action plans
* Student surveys
 | SPLMBE | Half-termly |
| Staff cohort reflects the diversity of the school cohort | * Adverts for vacancies promote the desire for applicants from BAME or SEND backgrounds
* Recruitment based on values not on prior opportunities
 | * Applicant data
* Recruitment data
 | KHDCBA | Termly |
| To ensure the building is safely accessible for all students who have limited mobility | * Ensure there is an awareness of all students who need temporary or permanent additional support for accessibility and that this is monitored through safe use of a lift pass system
* Support the safe use of the lift through appropriate rewards and sanction systems
 | * Student feedback on an individual basis
 | NACSPL | Half-termly |
| To ensure that sporting, toilets and changing facilities meet theneeds of all members of the schoolcommunity. | * Ensure new toilet block included non-gendered signage and spaces
* Develop the use of mixed gender PE groups
 | * Feedback from students and staff
 | KHDSPLCWI | Termly(Sep 2022 for toilet block) |