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) | KHD  KWA  OWA  SME | 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 | KHD  NCA  SME  KWA  NSC | 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 | SPL  MBE | 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 | KHD  CBA | 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 | NAC  SPL | Half-termly |
| To ensure that sporting, toilets and changing facilities meet the  needs of all members of the school  community. | * Ensure new toilet block included non-gendered signage and spaces * Develop the use of mixed gender PE groups | * Feedback from students and staff | KHD  SPL  CWI | Termly  (Sep 2022 for toilet block) |