

In formulating this plan, the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

1. Improving Access to the Curriculum

Priority 1: Ensure that the curriculum and academy environment are able to support diverse needs by effectively tracking the Inclusion development Plan						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, resources and Training
1.1 Annual review of the curriculum to ensure that needs of pupils are matched by curriculum and staffing	SENDCo Deputy Headteacher	Annually	All pupils are making expected progress or exceeding targets	Data collection scrutiny termly	CUSP curriculum and EYFS Early foundation curriculum in place.	SENDCo/DHOS time
1.2 Multi Agency assessments actioned for all pupils at risk	SENDCo/DSL	As necessary	No pupils at risk	Vulnerable Children Review	Trust safeguarding reviews to ensure quality control; governor reports	SENDCo/DSL time
1.3 External agency support is identified and delivered for all pupils in need	SENDCo/DSL	As necessary	Interventions are in place to support children to progress at expected pace	Safeguarding Pathway and SEND Pathway	Trust safeguarding reviews to ensure quality control; governor reports.	SENDCo/DSL time
1.4 Alternative Curriculum pupils access balanced curriculum	SENDCo/Class teachers	Continuous	Lessons differentiated so that all pupils can participate in all subjects	Teaching and Learning monitored for inclusivity	Trust SEND review quality assures provision.	SENDCo time
1.5 Pupils with identified needs have access to iPads, laptops and resources to support learning with SEND	SENDCo	As necessary	All children who need extra resources have them	SENDCo to monitor needs and success of support	1:1 iPads in place in years 4-6. Laptops and iPads provided for other year groups.	Cost of resources, IT support, tablets and laptops
1.6 All pupils assessed for SATs Access arrangements	Deputy Headteacher SENDCo	Apply by mid-April	All pupils are able to access Year 6 SATs	LA readers assigned, additional time or medication requested when appropriate	Effective processes in place to monitor and apply for access arrangements.	DHOS/SENDCo time

1.7 Academy environment reviewed by relevant senior staff to ensure access for all	Head of School /Site Manager	Annual check	School environment physically accessible to all	Monitor annually and when new staff/pupils begin	Premises reviewed by Trust and external agencies to ensure compliance	Head of School / Site Manager time
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2. Improving Access to the Physical Environment

Priority 2: To improve outcomes for pupils and staff by improving access to the physical environment						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training
2.1 To ensure all pupils/visitors access all areas of the academy	Site Manager	As necessary	All pupils and visitors can access the whole site	Monitoring weekly for damage	No issues to date	Site Manager time
2.2 Ramps and lifts available at relevant points to ensure access to all parts of the site regardless of disability	Site Manager	Ongoing	All ramps are kept clear and in good order to ensure access to all areas of the school	Weekly to ensure that all ramps are in working order	Serviced annually	Site Manager time/cost of repair
2.3 Classrooms optimally organised for disabled pupils/staff and pregnant staff	Site Manager/Class teachers	Ongoing	Pregnant staff have risk assessment. Classrooms adapted as needed. All rooms accessible to all	Ongoing and adapting with the intake of pupils and staff	Risk assessments in place; adaptations where required.	Risk assessments/time
2.4 Emergency evacuation systems in place	Site Manager and Head of School	Ongoing	All emergency evacuation systems are in place and working with children and staff aware.	Termly fire drills in check. Regular checking of fire alarms. Pupils and staff aware.	Ongoing checks in place. PEPs in place	Site Manager time

3. Improving Provision of Information

Priority 3: To improve provision of information to ensure that all groups have equal access to academy information						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training

3.1 To ensure the academy website is clear, simple and easy to navigate	Executive Headteacher / Head of School / SLT Trust IT team	Ongoing	The website is accessible for all and compliant	Monthly checks and updates on the website	Reviewed regularly	IT Support (CMA) / Head of School time
3.2 To improve communication with groups with protective characteristics	Executive Headteacher / Head of School / SLT/DSL	Ongoing	All communications are kept confidential and used appropriately	As appropriate		DSL training

4. Improving Gender Equality

Priority 4: To actively promote Gender Equality throughout the Academy						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training
4.1 Monitor the balance of gender across employed staff	Executive Headteacher / Head of School / SLT	Ongoing	There is a balance of gender across the school	Staffing list		Budget/Staff applying for jobs/REACH recruitent system
4.2 Support staff accessing CPD opportunities	Head of School / SLT	Ongoing	All staff are able to access CPD relevant for their post	Identified through the Appraisal process and in line with the SIP	All staff have access to National College training	Budget/PM time/National College

5. Improving Race Equality

Priority 5: To actively promote Race Equality throughout the Academy						
Actions	Person(s) Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training

5.1 Monitor the balance minority race and ethnic groups across employed staff	Executive Headteacher / Head of School	Ongoing	Balance of minority groups across staff	Staffing list		Budget/Staff applying for jobs
5.2 Support staff in accessing equal CPD opportunities	Head of School / SLT	Ongoing/as and when necessary	All staff are able to access CPD relevant for their post	Identified through the Appraisal process and in line with the SIP		Budget/PM time
5.3 Promote race equality through education and visual graphics	Executive Headteacher / Head of School / SLT	Ongoing	Balance in displays	Regular display updates		Time Display resources
5.4 Promote academy visits to multi-cultural areas to increase awareness of multi-cultural society	Executive Headteacher / Head of School / SLT / EVC	Ongoing	Staff have access to a wide range of educational visits and pupils attend and can comment on the visits	School visits and the impact in school		Time/Money