

## EQUALITY AND ACCESSIBILITY ACTION PLAN 2025



<b>Equality Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time/cost</b>	<b>Success Criteria</b>	<b>Review</b>
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Head Teacher / Governors/ SLT	Termly ongoing	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups	SLT hold pupil progress meetings with teachers every term which are used to set targets and inform planning.
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Monitoring of project Plans by SLT and Working Party.  Increase in pupils' participation, confidence and achievement levels.	Head teacher, Deputy Head teacher, Cultural Working Party	Termly ongoing	Notable increase in participation and confidence of targeted groups	Working Party of key staff members created to ensure the curriculum reflects the ethnicity of St Vincent's School and the principles of the Equality policy. Working Party Actions plans reviewed termly.
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	Cultural Working Party to highlight opportunities of events with internal CPD.	Cultural Working Party	Termly ongoing	Increased awareness of different cultural events by the whole school and evidence in books.	RE units across the school dedicated to celebrating other cultures. RJED opportunities are built into the project plans
Introduce initiative to encourage girls to take up sport outside the curriculum requirements to make participation rates more reflective of the school population.	PE lead to analyse data in club participation re gender and devise action plan. Wellbeing group to analyse uptake of all extra curricular groups for gender disparities.	PE lead  Wellbeing Working Party	Termly ongoing	Equal representation/ opportunities for boys and girls.	Girls Football Team established in a competitive league since 2018.
To ensure lessons are responsive to pupil diversity regarding race, gender, disability.	SLT to be aware of this aspect of the monitoring programme and ensure it is part of the lesson review procedures for teachers	Head Teacher and SLT	Termly ongoing	Lessons will be fully inclusive and responsive to pupil diversity	Ongoing lesson observations by SLT have this aspect added to their evaluation forms to comment on and address as part of the appraisal process.
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	Phase groups identify display opportunities within Project Planning. Expectation to be added to	SLT  Cultural Working Party	Termly ongoing	More diversity reflected in school displays and materials for lessons across all year groups	The Cultural Working Party monitors this aspect of the learning environment and SLT in lesson observations.

	Learning Environment Policy. Cultural Working Party to monitor and advise.				
To ensure that all staff have high expectations of all Pupils.	Staff training on learning outcomes and support in teaching and learning on an individual basis.  Training on 'Project Based Learning', High Order Thinking Skills, questioning in order to develop these.	Head Teacher Deputy Head teacher SENDCO	Termly monitoring in line with Pupil Progress meetings	Staff will have high expectations of all children in all lessons. Learning Objectives will be ambitious and a 'have a go' culture will be developed across the school.	Ongoing work on raising standards for all and development of learning outcomes. Training in Quality First Teaching INSET. Ongoing staff training in PBL School priority action plans reflect this each year.
To ensure that staff understand how to provide alternative experiences in PE for pupils with SEND	PE lead and SENDCO to attend LA CPD and/or investigate examples of good practice.  Work with individual teachers to create inclusive programmes for specific children as necessary.	PE lead SENDCO	½ day supply cover yearly to induct new staff	All staff are confident in ensuring that disabled pupils are fully included in PE lessons through the provision of quality alternative experiences.	Training and advice given on an individual basis by PE lead and external specialists such as Physiotherapists and Autism advisors. All PE staff (dance, coaches, etc) made aware of strategies to use.
To provide ICT for pupils with varying SEND.	ICT lead and SENDCO to investigate possible resources as need arises and deliver appropriate whole school or individual CPD.	ICT lead SENDCO	½ day supply cover to compile list of resources and possible use.	All children with SEND will have access to a variety of IT resources to aid them in accessing the lesson's learning objectives.	Advice given on different programs for individual children's needs. SEN/ICT training has been undertaken by key staff and devolved to others as needed.
To ensure pathways of travel around the site are safe and well signed.	Audit of pathways to be undertaken. Costing of extra signage to be calculated. All staff and children to ensure pathways are free from obstructions	Inclusion Manger, Site Manager and school community	Costings of extra signage worked out after audit	All children and adults with safe access around the site.	Health and Safety team and Site Manager do regular checks on accessibility of pathways. Children are encouraged to clear pathways and be mindful of accessibility as part of their PSHE work.
To make all signage around the school user friendly for all able and disabled people	Audit of signage needed. Investigation into costings of replacement signs to include pictorial elements	Inclusion Manager, Site Manager	By Summer 2027	Signage will be accessible to all	Ongoing -some internal signs have visual elements suitable for ASD or non-readers.

Access into school and reception to be fully compliant	Designated disabled parking Wide doors and corridors.	Head teacher Governing Body	Termly monitoring	Physical accessibility of school has increased.	Achieved but yearly monitoring to ensure compliance.
Improvements to help the visually and hearing impaired	External steps and ramps highlighted in yellow/non-slip paint  Install hearing loop/sound field when necessary Alarm linked to fire alarms	Site Manager Head teacher Governing Body	Cost of loop system to be investigated	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.  Learning experiences of pupils with hearing difficulties enhanced.	Steps and ramps painted and annually repaired by site manager.  Loop not fitted as currently no hearing-impaired children on roll.
To be able to provide all school written information in an alternative way to cater for all needs.	Improve availability of information for parents – display appropriate leaflets for parents to collect. Provided translated documents where appropriate. Signs needed in entrance hall to inform parents/visitors of different versions available.	Office Manager Inclusion Manager	By Summer 2025	All adults will be able to access any written information from the school easily.	Ongoing – all materials are able to be provided in larger font, audio version or translated into another language upon request.