



Equalities Duty - Action Plan

Inclusion and equality of opportunity are at the core of the vision of the Schools within the Trust. Through compliance with the Equalities Duty we ensure every student has equal access to all areas of life at our Schools.

The table below outlines how we demonstrate 'due regard' to the general duty of the Equality Act 2010:

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<ul style="list-style-type: none"> ▪ Policies: Inclusion, Equality, Anti-bullying, Behaviour, SMSC; ▪ Accessibility Plans for each SET School; ▪ 6 Professional Development days per year (dates available on calendar tab of website) each academic year focus on: duties of Equality Act, differentiation, reasonable adjustments, equality of access, planning to ensure SMSC, development and safeguarding; ▪ 1 hour per week staff training continued focus on subjects above; ▪ Regular liaison with Trustees / LAB members which informs and updates on current all areas of Schools; ▪ A discrimination log is kept in school 	<ul style="list-style-type: none"> ▪ In-depth analysis of attainment data at each progress checkpoint takes place at a senior level in addition to middle leaders and teachers; ▪ Analysis is shared with Trustees / in a formal termly report ▪ Exam dispensation; ▪ Auxiliary aids currently include: Chromebooks, laptops, writing slopes, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities (list not exhaustive but illustrative); ▪ PSHE schemes of work and assembly content is regularly adapted to reflect current and topical issues; ▪ Lessons are regularly observed by Subject and Senior Leaders to ensure 	<ul style="list-style-type: none"> ▪ Transition programme throughout each year with primary schools; ▪ Enrichment projects include opportunities for work in and with the local community; ▪ There are 2 Enrichment sessions per week and 3 Enrichment Days throughout the year; ▪ PSHE schemes of work, assemblies and tutor time focus on teamwork / friendships and promoting tolerance; ▪ There is a tutorial session every day for 20 minutes and 4 PSHE Learning Days across each academic year. How to work as a successful team member is a key focus for this academic year; ▪ Philosophy and Ethics schemes of work explore cultures and religions to

<p>and monitored by Senior Leadership Team;</p> <ul style="list-style-type: none"> ▪ Restorative Justice forms the bedrock of all post-incident action points; ▪ Staff are reminded of reasonable adjustments required for certain individuals in staff briefings held in each school; ▪ Senior Leadership Team meetings take place daily focusing on day-to-day management and strategic development with a focus on these areas where required. 	<p>accessibility and progress against Ofsted standards;</p> <ul style="list-style-type: none"> ▪ Lesson studies take place with teachers and Assistant Headteacher(Pastoral) and SENCo to support staff in the delivery of accessible lessons for all; ▪ Inclusion Registers are kept and updated to ensure all staff are aware of relevant barriers to learning some students face; ▪ Personal Education Plans reflect strategies to support students to overcome any barriers to learning; ▪ Where necessary the Assistant Headteacher(Pastoral) and SENCo will coordinate external professional provision for individuals or groups: Speech and Language therapists, Educational Psychologists, Occupational therapists, Sensory support, Behaviour support, Specialist teachers, School nurse, CAMHS, TAC and CIN coordinators. 	<p>teach understanding and tolerance;</p> <ul style="list-style-type: none"> ▪ Parents and carers are invited in to share their views with the Senior Leaders regularly (including through Parents' Open Forum); ▪ Volunteers form the local community support the Schools; ▪ Evenings to support parents / carers to tackle current national and local issues are held when required; ▪ Students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary; ▪ The tutor is the primary contact for parents / carers.
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Please note relevant policies can be found under the 'other info' tab on the websites of the Schools.

The current equality objective of our Schools is:

Ensuring all students have equal access to the curriculum and make above expected progress from Years 7 – 11

Action	Leader	Key dates	Impact analysis
Personal Education Plans (PEPs) written for each student	Assistant Headteacher(Pastoral) and SENCo	PD days Staff briefing Staff training sessions Tutor time	Each student/parent/carer has input into their PEP Teachers use PEPs to inform practice Data shows progress
Additional Funding	Assistant Headteacher(Pastoral) and SENCo	Senior Leadership meetings; EHCP reviews	Barriers to learning addressed
Auxiliary aids purchased as and when required	Assistant Headteacher(Pastoral) and SENCo	Upon request/need	Each student has access to aids which support them to overcome barriers to learning Students feel well supported and data shows progress
External professionals brought in to support individuals as and when required	Assistant Headteacher(Pastoral) and SENCo	Upon request/need	Students have access to relevant professionals School works in close liaison to ensure all strategies required to support the student are implemented in school as evidenced on PEPs
Inclusion register kept up to date and all staff read regularly	Assistant Headteacher(Pastoral) and	Regularly at least every fortnight	All staff are aware of individuals needs and make

	SENCo Teachers		reasonable adjustments as evidenced through lesson planning
Schemes of work are accessible to all and challenging	Senior Leadership Team Subject Leaders	PD days	Through performance management, lesson observations and data analysis it is evident all students access the work and are provided with sufficient challenge
Develop the differentiation skills of all teaching staff	Senior Leadership Team	PD days Weekly CPD sessions Performance management	Through performance management, lesson observations and data analysis
Progress checkpoints and data analysis	Assistant Headteacher	Weekly Senior Leadership meetings	Analysis has direct impact on all interventions Any patterns or groups highlighted are subject to further analysis and action