



# Davenant Foundation School

## Equality Policy

**Last Reviewed:** December 2023

**Next Review:** December 2024

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

### POLICY DETAILS

<b>Policy Name</b>	Equality Policy	<b>Committee Responsible</b>	PERSONNEL
<b>Status</b>	MANDATORY	<b>Committee Person i/c</b>	Deborah Lake
<b>Produced by</b>	Deborah Lake	<b>First Agreed</b>	
<b>Date Produced</b>	January 2013	<b>Last Review Date</b>	December 2023
<b>References</b>		<b>Next Review Date</b>	December 2024

### Why we have developed this Equality Policy

This Equality Policy for Davenant Foundation School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics, age (for staff only), disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development. The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination, harassment and victimisation;**
- **advance equality of opportunity and**
- **foster good relations between groups**

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

### Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. Please see appendix 1, 2 and 3 to view the specific data for Davenant.

At Davenant the data shows that on the whole we are comparable on a number of characteristics with the national data. However, the number of families who claim free school meals is considerably lower at Davenant and the number of our black African students is higher, particularly in comparison with other local schools.

At Davenant Foundation School the national data shows that attendance and attainment are well above the national average. Attainment at Davenant shows above national average attainment for all groups including those with the protected characteristics.

We currently have 222 staff at Davenant. The staff profile consists of 72% White British with the remainder made from ethnic backgrounds. 72.5% of all staff are female and 27.5% are male.

### **Overall aims of our Equality Policy**

Our aims for our Equality Policy are reflected fully in our School Mission Statement and our commitments and values.

#### **Mission Statement**

‘At Davenant we seek to grow in and reflect the love of God in all aspects of our community, where all individuals, being nurtured in mind, body and spirit, will be prepared for their role in a changing world.’

#### Whole School Values

##### **Compassionate**

To encourage and show concern for others whilst displaying kindness and honesty.

##### **Determined**

The desire to succeed in school and life with energy commitment and diligence, showing persistence.

##### **Open-minded**

The willingness to be quick to listen and slow to speak; accepting each other’s differences and new ideas.

##### **Respectful**

To show fairness and consideration through acting in a thoughtful and understanding manner.

##### **Inclusive**

Displaying tolerance and acceptance of different religions, denominations, race, age abilities and sexuality and gender identity.

We intend to achieve equality by reflecting the above statement and commitments in all that we do by seeking;

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

### **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of Davenant. We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity - we identify commonality, shared values, aspirations and needs which underpin our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity - we appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence - we recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

- Social cohesion within our school and within our local community – we promote a sense of ethos and common purpose that creates unity in and around the school without promoting uniformity - we all are different
- Excellence - we aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity - we provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice - we seek to develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

### **Our Vision Statement about Equality**

Davenant Foundation School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our Duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities.

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- Induction to the school for new students, staff, governors and others engaged in work at the school
- The development of school policies
- The school's arrangements for working with other agencies
- Preparation of pupils for the next phase of education
- Development of the site with particular priority given to accessibility
- Within the curriculum the schools seeks to celebrate diversity

### **The Roles and Responsibilities within our school Community**

Our governing body will:

- Designate a governor with specific responsibility for Equality
- Ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- Support the Headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy when necessary
- Evaluate and review the policy annually.

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in work related equality
- Oversee the effective implementation of the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this Policy
- Provide a lead in the dissemination of information relating to the Policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the SDP

Our School Staff will:

- Be involved in the development of key aspects of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

Our Pupils/Students will:

- Be involved in the development of key aspects of the Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy (through assemblies, thought for the day and active celebration of community achievement and successes.)

Our Parents/Carers will:

- Be given accessible opportunities to become involved in the development of key aspects of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the Policy

**How we Developed and How we Will Continue to Monitor our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We involve and listen to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

### Our Pupils/Students

It is through our school council and our Diversity group that we access our students' views regarding equality. We also use questionnaires and focus groups. Davenant values the views and opinions of its students.

Many of our protected groups are accessed directly through their Annual Reviews, One-to-One meetings with their HoY's SSP meetings with their lead practitioner and their PEP meetings.

### Our Staff

Our staff are regularly consulted and encouraged to contribute to the development and review of the policy in line with the programme for policy review.

### Our School Governors

The full governing body is regularly invited to make a contribution during the annual policy review process.

### Parents/Carers

The parents' views are accessed when necessary. Their views are also regularly sought through a variety of questionnaires. All groupings including those in the protective groupings are accessed.

### On-going Monitoring and Review:

Each of these groups' views will be sought on a regular basis through questionnaires, Home-School Links meetings, Student Council meetings, one to one interviews and annual reviews.

## **How we Developed and How we will Continue to Monitor our Policy - Using information**

We use data and other information about our school, and produce an annual equality impact statement as a common sense measure to determine the effects of a policy, practice or project on different groups.

Please see the Appendix 3. This will show the school's focus and development in striving to achieve equality for all.

We work in partnership with our local Behaviour and Attendance Partnership and monitor behaviour and attendance through this group. We also work in partnership with our local authority receiving and offering support to those hard to place students and those who need alternative education. We work closely with a number of different boroughs and counties in relation to looked after children. As a Christian Ecumenical School we work in partnership with a number of our local churches and Clergy. This provides us with advice support and guidance whilst also allowing us to use the resources available to us from the wider community.

These links provide us with access to the views and opinions of some of our minority groupings as well as some specific skills that these groups offer.

### **Our Staff**

This Equality Policy applies to all members of the school community – including staff. We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make

efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

As Davenant is a faith school there are some specific exceptions to the religion or belief provisions of the Equality Act that we follow. See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. Our staff team regularly receives training to help them understand their equality duties/and or the differing needs of protected groups within our school community. The attached Accessibility Plan is the mechanism by which we will organise training and summaries our priority actions.

### **Responding to prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding the needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

Incidents of prejudice-based bullying or peer on peer abuse are taken seriously in the first place, they are investigated thoroughly and the outcomes are logged under specific headings. This is done to allow for on-going monitoring and analysis of these specific incidents. The consequences of these sorts of behaviours are significant and the seriousness of the punishments reflects the zero tolerance that Davenant shows to this type of behaviour. Clear reference is made to this in the rewards and consequences protocols.

Pupils are always supported and opportunities for them to seek advice and counselling are all readily available. A key member of staff is often identified to offer these students the support they need and mentoring can be arranged. In all incidents of this kind the parents/carers are informed unless it is deemed unsafe for school to do so. In such case, school will seek to provide further support

### **Implementation, Monitoring and Reviewing**

This policy was published on the date of publication. It will be actively promoted and disseminated. The policy will be promoted through the school website and will be monitored and reviewed through questionnaires and Student Council Meetings. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Equalities Governor. The full governing body has agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

	Education, Health and Care Plan	No Special Educational Need	SEN Monitoring	SEN Support	No Status	Grand Total
<b>Autistic Spectrum Disorder</b>	<b>22</b>	<b>1</b>	<b>3</b>	<b>13</b>	<b>2</b>	<b>41</b>
Year 07	3			1		4
Year 08	6			4	1	11
Year 09	4			1		5
Year 10	6			1		7
Year 11	3	1		5		9
Year 12			2		1	3
Year 13			1	1		2
<b>Behaviour, Emotional and Social Difficulty</b>		<b>1</b>				<b>1</b>
Year 13		1				1
<b>Hearing Impairment</b>				<b>5</b>	<b>1</b>	<b>6</b>
Year 07				3		3
Year 08				1		1
Year 11				1		1
Year 13					1	1
<b>Moderate Learning Difficulty</b>	<b>1</b>	<b>6</b>		<b>9</b>	<b>2</b>	<b>18</b>
Year 07				4	1	5
Year 08	1			1		2
Year 09		1		1		2
Year 10		3		1	1	5
Year 11		2		2		4
<b>Other Difficulty/Disability</b>	<b>1</b>	<b>1</b>		<b>6</b>		<b>8</b>
Year 07				2		2
Year 08				2		2
Year 09	1			1		2
Year 10		1				1
Year 13				1		1



<b>Physical Disability</b>		<b>1</b>				<b>1</b>
Year 09		1				1
<b>Profound &amp; Multiple Learning Difficulty</b>	<b>1</b>					<b>1</b>
Year 09	1					1
<b>Social, Emotional and Mental Health</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>3</b>	<b>43</b>
Year 07	1		1	2		4
Year 08	3			3		6
Year 09	3		1	5		9
Year 10	1		1	7	1	10
Year 11	2	1		5		8
Year 12				2	2	4
Year 13		1		1		2
<b>Specific Learning Difficulty</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>46</b>	<b>2</b>	<b>64</b>
Year 07	1		2	2		5
Year 08			1	6	1	8
Year 09		2	3	9		14
Year 10		1	4	10		15
Year 11	1		1	14		16
Year 12				2		2
Year 13				3	1	4
<b>Speech, Language or Communication Need</b>	<b>4</b>	<b>7</b>		<b>4</b>		<b>15</b>
Year 07	1	1				2
Year 08	1	1				2
Year 09		2		1		3
Year 10	1					1
Year 11	1			1		2
Year 12		1		1		2
Year 13		2		1		3

<b>Vision Impairment</b>	<b>2</b>			<b>1</b>		<b>3</b>
Year 08	1					1
Year 09	1			1		2
<b>(blank)</b>		<b>35</b>	<b>2</b>			<b>37</b>
Year 07		3				3
Year 08		3				3
Year 09		11				11
Year 10		3	1			4
Year 11		6	1			7
Year 12		3				3
Year 13		6				6
<b>Global Development Delay</b>	<b>1</b>					<b>1</b>
Year 11	1					1
<b>Grand Total</b>	<b>44</b>	<b>57</b>	<b>19</b>	<b>109</b>	<b>10</b>	<b>239</b>

Year 7 data may be subject to change (once information from Common Transfer Files has been checked)

## Appendix 2

### Pupils on roll by ethnic group – September 2023 by each ethnicity code

AAFR	African Asian	<5
AIND	Albanian	<5
AOTA	Any other Black background	13
APKN	Black - Angolan	<5
BANN	Black - Congolese	<5
BAOF	Black - Ghanaian	31
BCON	Black - Nigerian	89
BCRB	Black Caribbean	70
BGHA	Filipino	<5
BNGN	Greek/Greek Cypriot	23
BOTH	Hong Kong Chinese	<5
CHKC	Indian	13
COCH	Information Not Yet Obtained	21
MOTM	Other Asian	9
MWAS	Other Black African	26
MWBA	Other Chinese	<5
MWBC	Other ethnic group	<5
MWOE	Other mixed background	21
NOBT	Pakistani	<5
OFIL	Refused	29
OOEG	Turkish/Turkish Cypriot	<5
OVIE	Vietnamese	<5
REFU	White - British	689
WALB	White - Irish	7
WBRI	White and any other ethnic group	15
WEEU	White and Asian	16
WGRE	White and Black African	29
WIRI	White and Black Caribbean	21
WOTW	White Eastern European	51
WTUR	White Other	57
WWEU	White Western European	7
	<b>TOTAL</b>	<b>1261</b>

### Staff Ethnicity 2023

Ethnicity	Count
Any other ethnic background	<5
Asian or Asian British, Bangladeshi	<5
Asian or Asian British, Indian	7
Asian or Asian British, Pakistani	<5
Black or Black British, African	8
Black or Black British, Any other Black background	<5

Black or Black British, Caribbean	<5
Chinese	<5
Did not wish to be recorded	<5
Mixed White and Asian	<5
Mixed, any other mixed background	<5
Mixed, White and Black African	<5
Mixed, White and Black Caribbean	<5
Not Obtained	<5
White, any other White Background	11
White, British	159
White, Irish	<5

# Davenant Foundation School's Accessibility Plan - Disability Equality

## ACTION PLAN 2023-2024

AREAS OF PRIORITY (as identified by DCSF)	TARGETS ADDITIONAL TARGETS	TIMEFRAME	PERSON WITH RESPONSIBILITY	OUTCOME
<p><b>Increasing the extent to which all people can and are encouraged to participate in the school curriculum, including each of the Protected Characteristics.</b></p>	<p>Due to the increase in the numbers of students who, for educational needs, cannot access the curriculum without additional support and/or alternative provision, it is our primary target to develop a programme of academic and social and emotional support.</p>	<p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• Learning support programme in place to support with access to the curriculum. Focussing on core subjects as well as revision skills and metacognitive practices.</li> <li>• Employment of staff member to carry out research on MLD and alternative curriculums to students who are struggling to access mainstream curriculum in some or all areas.</li> <li>• Research on MLD as a barrier to learning</li> </ul>	<p>DLE and JET in collaboration with the SLT team</p>	<ul style="list-style-type: none"> <li>• To continue to analyse the data for the Key Stage 3 years to identify those who need to access a personalised programme</li> <li>• To develop an approach to ensuring support for English, Maths and Science</li> <li>• To continue to review the use and deployment of the TA team to maximise their efficacy across the school.</li> <li>• To continue to develop programmes of support for students with ASD and SEMH needs.</li> <li>• To research and develop an alternative curriculum or study for students with MLD which will sit alongside the core curriculum and work to enhance student access and opening access to post-16 options.</li> </ul>

<ul style="list-style-type: none"> <li>• To have a structured mental health provision and a system of referral.</li> <li>• To have a designated Mental Health Lead to supplement our pastoral support</li> <li>• To retrain mental health first aiders in key areas of staff</li> <li>• To continue to work with Mind West Essex as part of their mental health programme.</li> <li>• To set up the new structure of School Medical Officers as part of health and mental well-being provision.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2023-2024</li> </ul>	<ul style="list-style-type: none"> <li>• DLE/JET/ACR</li> </ul>	<ul style="list-style-type: none"> <li>• For the designated Mental Health lead to be overseeing the process and delivery of mental health support.</li> <li>• To continue to work with MIND</li> <li>• To continue to work with; Spark to life and Spark</li> <li>• To continue work with Kick</li> <li>• To continue the relationship with the counsellor, Ruth.</li> <li>• To fully embed the work of the mental health team with the safeguarding team.</li> </ul>
<ul style="list-style-type: none"> <li>• To continue to embed the role of Lead Practitioner and the use of the SSPs as a method for monitoring wellbeing and progress in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2023 – Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• DLE/JET</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be regularly reviewed in line with the One Planning guidelines to ensure that all students are monitored academically and pastorally and set challenging targets and employ relevant interventions where needed.</li> <li>• This approach will also act as an early indicator of concerns.</li> <li>• Staff to be regularly using the SSP to monitor student needs and support strategies.</li> </ul>
<p>To provide opportunities for students to express their individual concerns and seek help with issues relating to the key characteristic areas including BME, LGBTQ+, disabilities hidden and visible and gender equality.</p>	<ul style="list-style-type: none"> <li>• Ongoing annually</li> <li>• 2023-2024 – the development of the 3S's approach</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO/SLG/Mental health team/ Diversity Lead</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of a safe space during the week</li> <li>• On-going diversity meetings with the lead on diversity</li> <li>• Regular staff briefings and assemblies throughout the year</li> </ul>

	<ul style="list-style-type: none"> <li>To be intentional in identifying and reviewing the students who are included in the Protected Characteristics groups whenever data is being analysed.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>SLG</li> </ul>	<ul style="list-style-type: none"> <li>That all protected characteristics are a natural part of our review process. To embed the national changes to PSHE curriculum.</li> <li>2023-2024 – key focus on BME and High on entry students identified through the examination data review process. Targeted in the development plan and identified with Governors.</li> </ul>
	<ul style="list-style-type: none"> <li>To ensure that parents are aware of support and provision available.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>SLG/SENCO/Pastoral Team</li> </ul>	<ul style="list-style-type: none"> <li>Continued signposting and information on the website in addition to information sent home via parent mail. Information evenings/school news letters as needed.</li> </ul>
<p><b>Improving the physical environment of the school to increase the extent to which everyone, including each of the Protected Characteristics, can take advantage of education and associated services.</b></p>	<ul style="list-style-type: none"> <li>Further barriers to physical movement around the school to be identified and plans to address issues put in place. <ul style="list-style-type: none"> <li>To ensure the maintenance of the lift.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Premises manager/ premises Governor committee/SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Greater independence of movement around the school site for the whole community.</li> </ul>

**Improving the delivery of information to everyone, including each of the Protected Characteristics groups**

<ul style="list-style-type: none"> <li>• Heads of Department to plan, with their staff, the physical needs of students with particular focus on the timetable and access to subjects including researching and sourcing specialist equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing – June in preparation for the New Year</li> </ul>	<ul style="list-style-type: none"> <li>• HODs/HOYs/SLG/SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Improved access to learning for students with disabilities and a broad curricular offer.</li> </ul>
<ul style="list-style-type: none"> <li>• Heads of Year to plan, with their staff, the physical needs of students with regards to tutor areas.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going annually in July for the following year.</li> </ul>	<ul style="list-style-type: none"> <li>• HOY/SENCO/ATE</li> </ul>	<ul style="list-style-type: none"> <li>• Equality of provision and improved independence for students.</li> </ul>
<ul style="list-style-type: none"> <li>• To enhance the Learning Support area</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2023</li> </ul>	<ul style="list-style-type: none"> <li>• JET/DLE/ATE</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to look at the use of the Learning Support area to ensure ease of access and to maximise use.</li> <li>• To develop specialist areas for the delivery of alternative MLD curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• Heads of department to continue to plan, with their staff, the communication needs of students</li> <li>• Access to Google Classroom and Talaxy</li> <li>• Access for students to key handouts – particularly those with visual and/or SpLD difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• HODs in conjunction with SENCO and JDN</li> </ul>	<ul style="list-style-type: none"> <li>• Greater availability of information</li> <li>• Improved access for students with learning disabilities.</li> <li>• Google classroom has been a great benefit so far and staff are improving and developing the range of resources available.</li> </ul>
<ul style="list-style-type: none"> <li>• Trip/Club/Activity organisers to plan, with their staff, the communication needs for students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• EBE</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure ease of access for all students to trips, clubs and visits.</li> </ul>



<ul style="list-style-type: none"> <li>To raise students' awareness of some of the key equality issues that affects them and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>DLE/JET/JJI/diversity officer</li> </ul>	<ul style="list-style-type: none"> <li>To continue to use assemblies, thoughts for the day, PSHE curriculum, pastoral programmes to enhance whole community understanding of the issues related to equality.</li> <li>To provide a safe space to be with the support of the Diversity club</li> </ul>
<ul style="list-style-type: none"> <li>To explore the use of digital devices to enhance the curriculum for those with learning difficulties i.e., chrome books. This can be done through departmental allocation</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>TTN/EBE</li> </ul>	<ul style="list-style-type: none"> <li>Improved access to learning for all students.</li> </ul>