

Cobbs Brow Primary Equality Action Plan Sept 2020

| Objectives | Actions | How will the impact of the action be monitored | Who is responsible for implementing? | Outcomes/success indicators with milestones |
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| Disability Equality Ensure SEN children reach their end of year expectations following a period of absence from school due to Covid. | <ul style="list-style-type: none"> Track SEN pupils at the end of each term. Identify pupils who are in danger of not meeting predicted targets and assess needs/gaps in learning. Ensure appropriate intervention is put in place and reviewed regularly. Ensure teachers have high expectations for SEN pupils of 3 terms of progress. Identified pupils to be tracked using PIVATs. Identify SEN pupils who could potentially close the gap further and provide appropriate intervention to achieve this. | <ul style="list-style-type: none"> LP/PS/SLT to monitor planning and assessment records through planning scrutiny and book scrutiny of SEN children LP/PS to monitor TA support whilst working in class with targeted groups/individuals. | | <p>End of autumn term - SEN pupils in danger of not meeting end of year predictions identified and appropriate intervention put in place. All SEN pupils are closely monitored and tracked</p> <p>Spring term - all SEN pupil progress - re-assessed and targets set.</p> <p>Summer term - SEN pupils meet end of year expectations. Analysis of teacher assessments/annual data demonstrates the gap is narrowing</p> |

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| | <ul style="list-style-type: none"> Utilise Catch Up Funding to release class teachers to deliver interventions. | <ul style="list-style-type: none"> MM to monitor and review IEP's and other evaluations from TA. | | |
| Race Equality To develop further the understanding and appreciation of other cultures/ religions in this and other countries | <ul style="list-style-type: none"> Inviting visitors into school representing different religions and cultures Themed assemblies/weeks and days eg in Black History month Re-establish links with our partner school in Burnley-Heasandford Primary School Ensure that curriculum planning takes account of multicultural aspects . Displays in school reflect diversity. Different cultures are respected and valued through visitors and stories Celebrate and learn about cultural events throughout the year e.g. Diwali, Eid, Christmas. | <ul style="list-style-type: none"> RM/JQ monitor coverage of RE and opportunities to promote cultural diversity | JQ/RM | End of Autumn Children have all learned about a significant Black person and their influence on British culture in Black History Month Children learn about religious festivals such as Harvest, Diwali and Christmas End of Spring Resources around the school reflect different cultures and religions Children have participated in a 'multi-faith' day and have met visitors from different faiths (if Covid-19 situation allows) End of Summer Children have all read texts from different cultures throughout the year and related work around these texts Children have learned about Ramadan and Eid through either RE or assemblies Children are all able to name and talk about at least one of the following religions: |

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| | <ul style="list-style-type: none"> • Build in regular opportunities in planning for children to discuss and explore current events local, national and inter-national • Raise positive awareness of different cultures and religions through visits to different places of worship • Children learn about the culture and language of Spain + | | | Islam/Sikhism/ Hinduism and understand some of the key difference and similarities between the lives of people from these faiths and their own. (RE assessments and portfolio) |
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| Gender Equality Develop further opportunities for girls to take an active role in sports clubs and activities to increase skill level and competitiveness | <ul style="list-style-type: none"> • Staff encourage girls to take part in range of sporting activities • Female sporting heroes/teams successes are promoted in assemblies, on displays • Ensure that the curriculum promotes role models and heroes that young girls positively identify with • Female staff lead sports clubs • Promote inter and intra school competitions for girls • Liaise with High Schools to extend opportunities for girls sports | <ul style="list-style-type: none"> • CJ/GC to monitor uptake of girls in sports clubs and report to SLT/Governors • CJ/GC to overview curriculum planning to identify opportunities to promote female sporting heroes/role models in sport | CJ/AR/ SW | End of Spring Displays and planning celebrate female sporting achievements End of Summer Increased participation of girls in sports clubs and out of school sport activities |
| Disability Equality Raise awareness of and break down barriers to perceptions of disability | <ul style="list-style-type: none"> • Ensure that displays in classrooms and corridors promote diversity • Inviting visitors to school representing different disabilities | IE/PS to overview planned visits to school | IE/PS | Pupils show a greater awareness, understanding and appreciation of people with disabilities |

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| | <ul style="list-style-type: none"> • Ensure that the curriculum promotes role models and heroes with disabilities that young people positively identify with • Disability awareness day for the children to develop empathy planned • Develop opportunities within the curriculum whereby children are able to empathise with characters with disabilities (stories, news items, famous people with disabilities) • Through PE plan activities to promote awareness of physical disabilities | | | |
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